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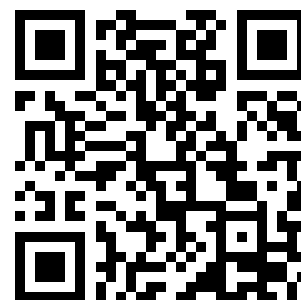
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prepaid Advs. is January 26 (first post).*

UNIVERSITY CORRESPONDENCE COLLEGE
*For announcements see below and
pages 3, 34, and 35.*

**THE TEACHERS' GUILD OF ST. BRITAIN
AND IRELAND.**

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Prospectus and further particulars from the Principal, 5 Melville Street, Edinburgh.

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For Forms of Entry and further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

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For Calendar and further particulars, apply to the Secretary, Miss S. M. SMEE, Westfield College, Finchley Road, N.W.

COUNTY OF LONDON.

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THE Council is prepared to receive applications for admission in September, 1914, to its Training Colleges for Teachers, from boys and girls in attendance at Secondary Schools who will be over 18 years of age on 1st August, 1914, and who will have passed one of the qualifying Examinations. Particulars may be obtained from the EDUCATION OFFICER, L.C.C. Education Offices, Victoria Embankment, W.C.

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OCCASIONAL NOTES.

WE characterized 1912 as a year of promise, and though we cannot describe 1913 as a year of fulfilment, yet we have gathered in the firstfruits, and there has been no nipping frost to cut short our expectation of a full harvest.

1913.

The Registration Council has accomplished the task that was set it: teachers of all grades have responded to the call, and are flocking to enrol themselves as members of a common and united profession. Another accomplished fact is the meeting of Joint Conferences now sitting at the Imperial Institute; and it is not rash to prophesy that the Teachers' Week of Conferences will become no less an institution than the annual meeting of the British Association. For the rest, the great Government Bill of educational reform is still in embryo, and, beyond the definite promise of a substantial increase in the Exchequer grant to relieve and equalize the local rates, little is known of its provisions. State-aided and State-guaranteed pensions for secondary teachers are still a hope deferred, and nothing has been done to raise their salaries, though the Board of Education has admitted that they are shamefully inadequate. The multiplicity of examinations is likewise denounced as a crying evil, but no steps have been taken to carry out the recommendation of the Consultative Committee to frame a scheme for a common leaving examination and certificate.

THE Registration Council may fairly congratulate themselves on the chorus of approval with which the conditions for registration have been hailed. It is evident that the great mass of teachers, at least, are satisfied with them. This is a good beginning, but it is only a beginning. The Register will need all the support that teachers can give it if it is to be an efficacious instrument for raising the standard of the profession. As things stand, there is a big gulf between the regulations of the Board of Education and the regulations of the Registration Council respecting admittance to the profession. The Council demands training as a qualification for such admittance. The Board admits as fully qualified teachers for elementary schools a host of untrained men and women, and places no restriction whatsoever on the appointment of unqualified persons in secondary schools. There can be only one solution for these difficulties. The Board must raise its requirements up to the level of the conditions of the Council. The Register cannot be a register of the aristocracy of the profession only, nor can the presence of large numbers of unqualified teachers in schools be permanently tolerated. The battle for recognition will no doubt be a hard one. It is the teachers who will have to fight it, and they must open fire by applying for registration. On every educational platform this month it should be proclaimed that any teacher who does not send in his name is failing in his first duty towards education and towards the profession.

A NEW rival site is in the field. The London County Council has discovered that Somerset House would make an admirable home for a University. What its exact qualifications are for this high function we have not been told, but, though we can claim no knowledge of its interior arrangements, we find it hard to believe that it possesses very many of the requirements of a University building, except massive and dignified architecture. But even if it possessed those requirements, its situation ought to put it out of court. It is placed where no University quarter can be formed. Its exact distance from the British Museum or University College is of no particular consequence. The point is that the Strand is not a possible centre for the academic area. There are two, and only two, such possible centres in London; one is South Kensington and the other is Bloomsbury.

"MY view is that Cowper-Temple teaching is just as sectarian as denominational education." This sentence is extracted not from a speech by Lord Halifax or Lord Hugh Cecil, but from an address delivered by Lord Haldane at the National Liberal Club. Coming from the Minister whom we may fairly call the leading educationist in the Cabinet, it is a remarkable utterance. It seems to indicate an abandonment by the Government of the principle that only one kind of religious instruction ought to be provided by the State. It looks as if they were beginning to recognize the inadequacy of the theory of the foundation, or bottom layer, common to all forms of Christianity. Such common foundation exists, no doubt, in the shape of certain theological propositions to which all Christians can subscribe, but the deeper question remains, On what does the foundation rest? For one party it rests on inward experience and feeling and on

The
Register.

London
University.

The Religious
Question.

a Book ; for the other on authority and tradition, and each party regards the temple of the other as founded upon the sand. Differences in religious belief which go so deep cannot be adjusted by the drawing up of syllabuses. They have divided Christians since the days of the Apostles, and will no doubt continue to divide them to the end. Educationists and teachers can do nothing to reconcile the opposites, because, in the view of both parties, the matter in dispute lies in a region in which the teaching profession has no authority, and because religion is not, and never can be, simply a subject to be taught, but is also a life to be lived.

THE question of tenure in the older secondary schools does not seem to make much progress, if we may judge from a resolution put down for the annual meeting of the Assistant Masters' Association. That resolution pleads for the right of the assistant to be heard by the Governing Body before notice of dismissal takes effect. If the claim for such elementary justice as this is still refused, what likelihood is there of the appeal to the Board of Education ever being granted, even though the head masters support it? The fact is that assistant masters have not yet discovered how to move Government Departments. To secure a reform in the traditional system of tenure needs a strong and persistent display of widespread feeling, and this the assistants have never made. We speak subject to correction, but we do not think that they have ever mustered three hundred strong at a meeting. They have found one brilliant advocate and have passed many resolutions, but Departments are not affected by brilliant speeches nor by mere resolutions.

IN his inaugural lecture at East London College, which has just been published, Sir Sidney Lee gave much consideration to the question of learning to write English. A definite thought, he said, and the ambition to divulge it, have rarely proved in themselves forces sufficient for the production of a good style. This is quite true, but at the same time it is needful to remember that the thought and the desire are the necessary antecedent conditions of writing at all. Before we can write, we must think, and before we can think we must have ideas and information. Success in essay writing therefore, either in colleges or schools, can never be something detached and standing alone, like success in music, for instance ; it must depend upon the whole content of the pupils' mind and on his general capacity for clear thinking. Boys and girls frequently fail in composition because they have nothing to say. The practical deductions from this are that original work should not be required too frequently—once a fortnight is probably often enough—and that school children should have constant practice in exercises, the matter for which is supplied to them, such as answers to historical questions, descriptions of well-known scenes (a very difficult exercise), and translation. On the other hand, it is no doubt true that writing helps not only to clarify but also to stimulate thought, and that *l'appétit vient en mangeant*.

THOUGH one cannot write clearly unless one thinks clearly, one can certainly think clearly without writing clearly, and no one will quarrel with Sir Sidney

What Authors to study.

Lee's advice to his students to study and assimilate the work of the best authors. But who are the best authors for this purpose? On this question Sir Sidney, surely to the regret of his audience, did not touch ; but he indicated his view that the merit of writing is proportioned to its simplicity, directness, good taste, and sincerity. This is admirable, for these qualities, though not the only possible qualities of style, are those at which the student ought to aim first. We cannot all learn to write eloquently or brilliantly, but we all ought to be able to write with clearness, straightforwardness, and a right feeling for language. We should, therefore, study the authors who possess these virtues and avoid those who cultivate a florid, rhetorical, or affected style. The old rule was "Give your days and nights to Addison." But we need not confine ourselves to Addison ; Dryden, Swift, Hume, and other eighteenth-century authors ; Newman, Froude, Stevenson, in the nineteenth—these, and others like them, are perhaps the writers from whom may best be caught the infection of a style that is lucid without being dry, forcible without being noisy, and simple without being futile.

FROM the absence of any reference to the question of the constitution of Local Education Authorities from recent Ministerial pronouncements on education, we are obliged to infer that the Government considers that the Act of 1902, strongly opposed though it was from the Liberal benches in this respect, is regarded officially as incapable of improvement, so far as the local control of education is concerned. Nevertheless, evidence is accumulating that expert opinion favours some reconsideration of this question, especially as regards the larger towns and county areas. The result of Principal Griffiths's referendum to Directors and Secretaries of Education Committees, published in his address to the British Association, is significant, and cannot be ignored. Mr. Cyril Jackson, whose prejudices, one would suppose, would be on the side of the existing order, suggests in his recent book that the constitution of the London Education Committee might be improved, a view which we share in common with many others.

IN his speech at Manchester Mr. Pease showed some disposition to adopt as a guiding principle the enforcement of a national minimum salary for teachers. Such a policy in a profession subsidized so largely by the State is, at any rate, as easy to justify on economic grounds as the fixing of a minimum wage for agricultural labourers. A national minimum for qualified teachers would not, however, have much effect on teachers in secondary schools, from whom higher qualifications are required, and the determination of salaries officially with reference to qualifications raises many difficult questions. But the first step is the acceptance of the principle that the State can fix a minimum salary without necessarily converting the teaching profession into a branch of the Civil Service : and this step the Minister for Education appears to be prepared to take.

IT is curious how the mind of the man in the street anxious to promote education turns to the institution of a new examination. Mr. Robert Donald, President of

**Education
of Journalists.**

the Institute of Journalists, has been applying himself to the question of professional tests for journalists, and recommends the imposition of a compulsory test which would mean some degree of fitness for professional work. He has not a word to say about education. The work of journalists is an excellent discipline for training intelligence and alertness. For that very reason, perhaps, journalists require the guidance and inspiration which University teachers of history, economics, and law can give. We should have expected that the success of dozens of University schools of journalism in the United States, including Columbia University in New York, would have stimulated the Institute of Journalists to activity, if their declared policy of raising professional standards has any real meaning.

THE Duke of Portland is to head a deputation which is to wait upon the Minister of Education to urge the claims of University College, Nottingham, to become a University for the East Midlands. **A University for Nottingham.** The deputation will be able to produce evidence that the College is increasing its influence in Notts, Derbyshire, and neighbouring counties, is developing its work, and is securing financial support from industrial organizations, including coal-mining corporations. The educational issue resolves itself into the question whether the staff of the College is sufficiently strong to warrant the grant of the privilege of drawing up the courses of study and conducting the examinations for University degrees. The present system, under which the College accepts the control of the University of London in these matters without any definite affiliation, is obviously not an ideal arrangement.

AN advertisement of books about sex covering nearly half a page in an educational contemporary is a sign, more graphic than any number of speeches, of the actuality of the question of instruction in sexual matters. **Teaching about Sex.** It is plain that silence on such subjects will not be much longer thought a proper method of treatment. Mere denunciation of immorality will not be considered adequate; boys and girls must during adolescence receive definite instruction. The problem of how this is to be done is too big for a note, but we may say that we have seen no better suggestion than that the best method of approach is through the study of generation as seen in plants and animals, because in this way the teacher can lead up to the difficult element in the subject gradually without causing any flutter of excitement—the thing to be most carefully avoided. But, whatever we teach about sex in classes, it cannot take the place of quiet conversation with the individual boy or girl. That is what will always exert the best ethical influence. Some preparatory-school masters have a straight talk with every boy before he leaves to enter a public school. There can be no better missionaries of sexual morality than these men—except, indeed, the parent.

IN our November number we referred to the inquiry into the alleged deterioration in the teaching of the "three R's" instituted by the Lancashire Education Committee. The inquiry is now complete. The opinions of a number of local educationists have been elicited, and Dr. Lloyd Snape, the Director of Education,

**The "Three R's"
in Elementary
Education.**

has summed up. His conclusions agree pretty well with the views expressed in the November note. There is less accuracy in arithmetic, spelling and handwriting have deteriorated, but children write compositions more freely; interest and intelligence have improved, and skill in woodwork, gardening, and domestic crafts counterbalances to some extent the falling off in the clerical subjects. On the other hand, he is apparently not wholly satisfied with certain modern methods which neglect training in accuracy, because it conflicts with the development of the child's individuality. The exaggeration of a sound principle is always the weakness of that large number of teachers who do not understand that compromise is the first law of education, as it is of politics. The view, for instance, that "handwriting is not to be taught; each child is to develop his own idiosyncrasies in this subject," is simply individualism gone mad. If this principle is sound, why trouble children to write at all? Why not go back to hieroglyphics, which they would probably find much more interesting, and which undoubtedly would give far greater scope for ingenuity and idiosyncrasies.

THE Mansion House Advisory Committee of Associations for Boys is doing admirable work in supervising and co-ordinating the various agencies for the care of boys when they leave school until they are launched on some settled business or employment. On the Committee are represented (a) the various Boys' Brigades, including Boy Scouts, (b) the various Government Offices concerned, including the London Labour Exchanges of the Board of Trade and the L.C.C. Education Authority. A concrete instance will best show how the scheme works. An L.C.C. Care Committee has seen to it that before he leaves school the school-leaving form of John Jones has been filled up. This, with a request from the boy or his parents that he wishes to register at the Exchange, is sent to the local Labour Exchange. Jones is then summoned to appear before the Juvenile Advisory Committee, and an attempt is made to find him suitable employment. When a post is found, his Care Committee is advised of the fact, and it is their duty to see the boy, and at the end of a month report on the work and welfare. Similar reports are subsequently made biennially. In this way the Central Committee has cognizance of over 60,000 London boys, knows how they are employed, what instruction and what physical training, if any, they are receiving. They now claim full recognition by the Board of Education and a place in the coming Reform Bill of National Education, and we think they have made good their claim.

THE address on "Modern Development in Physical Training," given to the League of the Empire by Lieut.-Colonel C. Bjelke Peterson, Director of Physical Training to the Commonwealth of Australia, showed how far in this branch of education England lags behind other countries. Germany has in Berlin the largest and best equipped institution that the speaker had seen, and also in the suburbs a Physical Training College of gigantic proportions, with open-air gymnasia and playing grounds attached. The students are specially selected teachers. Sweden is justly proud of its Central Institute at Stockholm, where Ling was trained, but it is significant of the Swedish system that it serves for the

**Physical
Training.**

Army as well as teachers. In Denmark there are a number of State Physical Training Colleges. A one-year course of 450 hours is required for certificated teachers. All school children have four hours a week of gymnastics. Swimming schools are a distinctive feature of the country. In France all men teachers physically fit escape three months of military service and attend the Physical Training Institute instead. In Australia the six States handed over the instruction of teachers in physical training to the Defence Department of the Commonwealth. The duty of the speaker was to select and train the staff, who, in their turn, educate the teachers in physical training. Training institutions are free to teachers, who generally either receive scholarships or have their salaries continued while they are in training. The moral we would venture to draw—not that, we need hardly add, of the lecturer—is, first, that the State is bound to subsidize, by way of scholarships or capitation grant, physical training colleges for teachers; secondly, that school gymnastics must be kept distinct from military drill.

MR. G. L. BRUCE'S motion in the London Education Committee, in favour of three months' holiday on full pay for teachers who have served ten years, and a holiday twice as long for those who have served twenty, has our warmest sympathy. Teaching is an incessant giving out of personal force—a fact which, as was seen in the discussion, the man in the street finds it hard to understand—and teachers need long periods for recuperation. Physical exhaustion is perhaps not commoner in the educational profession than in some others, but here it takes the form of "staleness"—a condition in which intellect and feelings are alike dulled, and the teacher becomes a talking-machine. What has to be brought home to the public is that the "stale" and mentally exhausted teacher is of very little value in the classroom. We should like to see an off term, as is the custom in the United States, given to every master and mistress not only in elementary, but also in secondary schools once every five years. We are convinced that the public would get good value for the money spent. We would have the teachers encouraged to divide the period between unadulterated holiday-making in the open air and intellectual refreshment in the shape of the indulgence of hobbies, travel, and study that does not bear directly on their school work.

**Grace
Terms.**

THINGS do not seem to be advancing much in Herefordshire. The Special Committee appointed to consider the question of salaries recommended that, while a few of the worst cases should be dealt with individually, the request for a scale should be refused. The Education Committee adopted their recommendations, all amendments being, for some reason we do not understand, ruled out of order by the Chairman. The Bishop of Hereford and one or two others pleaded in vain for a more generous consideration of the teachers' grievances. The most hopeful feature of the situation is that the meeting of school managers which the Bishop convened passed resolutions in favour of a general increase of salaries and the adoption of a scale. Meantime we are informed that the resignations of the remainder of the County teachers will be handed in at the end of the

Herefordshire.

month, to take effect on January 31. The maintenance of the efficiency of the schools will then be the problem, and this is a question ultimately for the Board of Education.

THEY do things differently in Canada. A project to secure annually three or four hundred University students as officers for the Canadian Militia, which has been worked out by Colonel Hughes, the Minister of Militia, is launched with donations of £20,000 from Lord Strathcona and approximately £100,000 from Major Leonard. Special hostels are to be provided for students undergoing the training. The system is to be started at the McGill and Queen's Universities, and other Universities are expected to take their part. We may perhaps congratulate ourselves that the germ of the idea has come from our Officers Training Corps; but the princely benefactions and the hostels are peculiar to the Canadian scheme. Much yet remains to be done in the old country for the promotion of military education, and we note with pleasure that the University of London is calling a conference to consider the question of military education in London.

**Military
Education.**

SERIOUS complaints about the dilatoriness of the Government in establishing the School of Oriental Languages were made at the meeting of the members of the London Institution the other day. When the Institution was conveyed to the Board of Works in 1912, the Government made an agreement with the members to found a School of Oriental Languages in the building. Though nearly two years have passed since then, no steps towards carrying out this agreement have been taken. The Chairman thought the delay was due to the unwillingness of the Treasury to find the money, and went so far as to accuse the Government of a breach of faith. It is certainly remarkable that nothing has been done to establish the much needed school.

**The School
of Oriental
Languages.**

LOCAL AUTHORITIES.

THE ninth report of the Education Committee for the West Riding of Yorkshire is a well considered review of the work in that extensive administrative area. The number of public secondary schools now available reaches the total of fifty. Of these twenty are "dual," sixteen for boys and fourteen for girls. During the past ten years the attendance of pupils has increased from 2,990 to 6,949, and, in addition, over 1,500 pupils are attending schools in the county boroughs. Of the 6,949 boys and girls in attendance at West Riding schools 44.9 per cent. are scholarship holders, and 55.1 per cent. fee-paying pupils. In recent years, it is noted, the number of children remaining in the schools after reaching the age of sixteen has tended to decrease. On the other hand, there is an increase in the proportion of those admitted under twelve years of age. The early leaving age is probably in part due to the recent trade boom in the West Riding, which has made employment easy to obtain. This has also affected the number of pupils desiring to enter the teaching profession.

**Yorks :
West Riding.**

It is shown in the report that the number of pupil-teachers and bursars appointed during the past six years has declined from 542 in 1908-9 to 223 in 1912-13. There appears, however, to be some evidence that the limit of reduction has been reached, although there is no immediate prospect of appointing more than half the number of 520 bursars and pupil-teachers estimated to be necessary to satisfy

**Supply
of Teachers.**

the needs of the area. The question has been considered by a special Sub-committee, who came to the conclusion that the only step likely to produce an improvement in the near future would be to offer assistance to more pupils, holders of scholarships and others, between the ages of fourteen and sixteen, to enable them to remain at school until qualified for appointment as bursars. The Sub-committee were unable, however, to recommend that any further financial responsibility should be undertaken by the County Council, but suggested urging the Board of Education to make provision from national funds to meet the need.

ADEQUATE facilities for the professional training of teachers are provided by the West Riding Committee. The erection of the Bingley Training College is now complete, and accommodation for two hundred students is afforded. Arrangements are also made with the Corporation of Leeds for the admission annually of twenty-five men students from the West Riding to the Training College established by that Authority. In addition to four training-college studentships offered to bursars, student-teachers, and pupil-teachers, grants of £5 or £10 were made to eighty-six students at training colleges in the past three years. The system of advances to students, repayable in suitable instalments after the termination of the college course, has been continued. Advances of £20 or less have been granted to thirteen students in all, of whom seven are also the holders of grants in aid. This appears to be a very useful method of enabling necessitous students to complete their professional training. Grants in aid were also given to enable 136 acting teachers to attend vacation courses.

THE improvements effected in the adult teaching staff, compared with 1905-6, have been considerable. The number of teachers of various grades for every thousand scholars in average attendance is as follows:

	1905-6.	1912-13.
Scholars in average attendance.	170,288	176,791
Certificated Teachers:		
Head	7.42	7.25
Assistant	5.56	10.81
Uncertificated Teachers	10.32	11.0
Other Adult Teachers	5.52	3.0
	28.82	32.06

The percentage of college trained certificated assistant teachers employed was, in 1906, 23.43. It is now 53.60. The expenditure on teachers' salaries continues to increase, and in 1913 reached the total of £465,568, an advance of £10,505 on the previous year. The increase is due to (a) improved staffing, (b) higher average salaries, and (c) opening of new schools. The cost of staffing per unit of average attendance was, for all schools, £2. 1s. 7d. in 1905, and is now £2. 5s. 6d.

THE Cumberland Education Committee's Tenth Annual Report is a careful and complete record of good work. The administration appears to be enlightened and efficient, and the rates have certainly contributed more than a fair share towards the cost of the progressive policy which the Committee has pursued. In 1904-5, for elementary education the rate was 6d. in the £; it is now 10½d., and during that period the Government grants have decreased. For higher education, in 1904-5 an expenditure of £11,830 was necessary, involving a rate of 1½d.; the estimate for the present year is £35,240, and the rate 2d. As the number of children to be educated has decreased, the additional expenditure is entirely due to better remuneration for the teachers, improved conditions for the children, and further facilities. In 1905 the cost of teachers' salaries for each child in average attendance was £2. 7s. 2d.; it is now £2. 16s. The certificated assistant teachers employed per 1,000 children in attendance has advanced from 3.9 to 6.6, uncertificated teachers from 9.5 to 14.0, and supplementary from 4.0 to 6.0. The total adult teaching staff was 27.4, and is now 37.1 per 1,000 of the children.

THE development of "practical education" during the past few years has made rapid progress in Cumberland. Paper and cardboard modelling has been introduced into 57 schools, and 6,872 children have been under instruction; woodwork is taken by 767 boys from 21 schools, and gardening in connexion with 46 schools for 706 children. Domestic subjects were taught to over 2,000 girls from 78 schools, and the plan for the transfer of reading books, adopted some years ago, continues to work successfully. During the year

31,975 books were received from the schools, about a third of which were destroyed, the remainder after a process of disinfection being reissued. School libraries are also supplied with changes of books on a similar system. The report refers to an interesting method of dealing with school furniture. Two peripatetic joiners are engaged to visit schools for the purpose of converting old desks of defective construction into those of the dual type. The desks when altered are equal to, and in some respects better than, those supplied now from manufacturers, and unanimous satisfaction has been expressed by the managers of schools where alterations have been carried out. In three years 2,823 dual desks have been provided in this way at a cost, it is stated, of £800 less than the cost of the new article.

To the "alarming decrease" in the supply of intending teachers the Committee has given anxious thought and consideration, and a scheme was adopted which anticipated in principle the proposals issued by the Board of Education with a view to enlisting recruits in the rural districts. The Cumberland Education Committee has certainly not been reluctant to establish secondary schools, and during the past ten years over £72,000 has been expended in new buildings and the enlargement of existing secondary schools. At twelve schools there were 1,506 pupils in attendance, of which total 609 did not pay fees. The non-fee-paying pupils consisted of the following:—Pupil-teachers, bursars, and student-teachers, 107; intermediate and minor scholars, 159; free-placers, 287; holders of other scholarships, 58. And, these additional facilities notwithstanding, the supply of intending teachers has dropped from 97 in 1907-8 to 48 in 1912-13.

IF all Local Authorities adopted the attitude of the Herefordshire Committee, the prospect of increasing the supply of teachers would not be considerable. In reply to Sir J. H. Yoxall's suggestion that the salaries paid to fully qualified teachers in that area are among the lowest in the kingdom, and in the case of Head Teachers but a few pence more per annum on the average now than they were when the Authority took over the control of education a decade ago, the Committee says: "These salaries must under any reasonable system remain among the lowest in the kingdom, as the schools of Herefordshire are among the smallest schools in the kingdom." Under any reasonable system a duly qualified teacher is entitled to expect, and can obtain, a rate of remuneration the minimum of which ought to be considerably higher than the Herefordshire "average." Are the children attending small schools to be taught by unqualified teachers? The attitude of the Herefordshire Committee cannot be justified educationally; nor does it merit sympathy on financial grounds, for the amount of the education rate in that area does not appear to be an overwhelming burden.

SCIENCE NOTES.

SCIENCE is one of the humanities. The truly cultured mind is aware of this truth, and a science teacher who fails to grasp this idea may certainly be accused of some defect of culture. Science is neither more nor less than one of the great achievements of the human mind to which the rising generation is heir, and it is the high aim of science teaching to induce in boys and girls some appreciation of their inheritance.

THE foregoing paragraph was prompted by a survey of the programs of January meetings, particularly by the intention of the science masters to devote a whole morning to discussing "The Present Condition of Science Teaching in Public Schools." We suspect that the difficulty of obtaining for science a fair share of the time-table is due to no small measure to a mistaken and narrow view of science which is not uncommon in quite influential quarters. The idea that science is purely materialistic is unfortunately widespread, and the classicist is prone to regard himself as a champion of ideocracy against physiocracy. He has not read Karl Pearson's "Grammar of Science."

THE chief requirements for ordinary school work are space, time, tools, raw materials (glass, wood, metal, rubber), and a few standard instruments, including a good microscope. The best luxury is a supply of power which can be used and regulated at any moment. A large

supply of ready-made instruments is of less value than the services of a skilled mechanic. There will be a magnificent display of apparatus at the Imperial College on January 13 and 14, and we intend to spend some time inspecting the first-rate products of the leading firms, hoping to learn not a little therefrom. But we shall try to remember that the value of the "results" lies not in attaining the fourth decimal place, but in imparting a clear apprehension of principles. The question to be answered is: Will this piece of apparatus help the boys to gain *intellectual* control of their surroundings?

AT the Birmingham meeting of the British Association, Prof. Leonard Hill gave a demonstration of his *kata-thermometer*, an instrument of great importance in connexion with the ventilation of schools. It also affords incidentally an excellent illustration of the laws of evaporation, latent heat, and specific heat. It consists of two thermometers; the bulb of one is dry and that of the other is wrapped in moist cloth. The times required for the respective thermometers to cool from 110° to 100° F. is recorded, and from the results one can gain information as to the physical state of the air. In ordinary classroom conditions the influence of this physical state on health is far greater than any exerted by respiratory waste products.

THE annual meeting of the Mathematical Association will be held at the London Day Training College on January 7. A full and interesting program has been issued, which includes addresses from Sir George Greenhill and Dr. W. N. Shaw. The Director of the Meteorological Office entitles his discourse "*Principia Atmospherica*."

"THE right use of note-books" is a sub-heading in one of the promised papers to be read at the P.S.S.M.A. meeting. The author's attention is given primarily to the laboratory note-book. How about note-taking at lecture demonstrations? Not infrequently the weak spot in the organization of the science work is caused by the lecture and laboratory work being disconnected. Attention was called in these columns some months ago to the value of an original and connected account written by the pupil of the inferences of importance reached by the study of each "method-unit." By "method-unit" we mean a section of the syllabus which forms a natural—as distinguished from a time-table—unit.

FOR experiments on transpiration it is sometimes desirable to close the stomata on a particular area or surface. This may be quite effectively done by applying a thin coat of vaseline. Sir Francis Darwin recently observed the transpiration rates of leaves thus coated and then cut up into strips, and found that such leaves transpire at almost normal rates. Experiments were made by the same observer on the relative rates of transpiration in light and darkness. Both the potometer and the weighing methods were used, and the results were variable. Quite roughly, the transpiration rate in light is 30 per cent. higher than in darkness. Similar observations might be repeated as a class experiment in schools where physiological botany is studied. Sir Francis Darwin's paper was read at the Royal Society on December 4.

NOTES ON EDUCATION.

By "AN OLD FOGY."

FROM the columns of your excellent journal—where you diligently record proposals and opinions, bewildering in number and perplexing in variety—I gather that we are epoch-makers in the cause of educational progress. The schools of the nation, you would have me believe, are emerging from a long night of penury and misconception: the dawn of affluence and understanding approaches. Teachers and taught are to be emancipated; the "liberal ideas of the age" are no longer to be opposed by the "moral ideas of all ages." We are to find what we have lost, and to restore intellectual credit by liberty, equality—and registration. Lord Haldane—although,

I see, one of his colleagues suggested that his head is far above mundane considerations—is to open a broad highway from elementary school to University: a road along which, Dr. Clifford says, there will be no "ecclesiastical toll-bars." Every private in the ranks of life is to qualify for the position of Commander-in-Chief. Institutions and individuals are to be emancipated from old restraints, precautions, and conventions—in the name of progress. And progress, I have read somewhere, is a fluid quality; solidity, form, and stability assuming a liquefactive condition, and tending to gravitate to the lowest levels.

* * *

LORD HALDANE claims to be an apostle of clear thinking; but his utterances on education are nebulous, inconclusive, and unconvincing. "Education, if it is to be interesting," he said, "must be an affair of the spirit. It must be an endeavour to raise the intellectual, moral, and spiritual faculties of the people." Has anybody suggested that it was anything else? But he said it must be made plain to democracy what education means. Then, I gather, it ceases to be "an affair of the spirit," and becomes a matter of the pocket. Thus Lord Haldane's Second Division clerk who entered the Civil Service at eighteen complained bitterly that there was a higher division class who came in at twenty-two and had passed through a University, and that the best places went to the First Division. This is the great question, said Lord Haldane, affecting thousands of people throughout the length and breadth of the land. "Their grievance is that there is no equality of educational opportunity for the son of the poor man and the son of the rich man; and what we have to do in the interests of the democracy is to provide equality of educational opportunity." Their grievance, if it exists, is that they want what other folk want and what it is impracticable for all to obtain.

Ole Uncle S., sez he, I guess
He's like the rest, sez he:
When all is done, it's number one
Thet's nearest to J.B.
Ez wall ez t'you an' me.

The problem is, and is likely to remain, not so much inequality of opportunity as inequality of capacity. And further, if all the clerks in the Second Division of the Civil Service enjoyed the right of a University education it might be a little difficult for Lord Haldane to know what to do with them.

* * *

COMPARED with the fervent generalities of Lord Haldane, the oration of the President of the Teachers' Union displayed judgment and common sense. His text was much the same, but he made better use of it. Democracy, it appears, has no desire for the educational "ladder"—the symbol of regulated opportunity accepted as adequate in the more strenuous days of my youth. The time has come, said the President, to cease talking of the ladder. "The welfare of the nation demands not a ladder, but a broad, firm, and well laid highway along which the poorest may travel if they possess ability." This implies, I suppose, that we must not expect ability to climb: it shall be sufficient to hobble along with the crowd. But I was reassured to learn that "the worker's child who enters a secondary school need not by so doing cut himself adrift from the class to which he belongs. If he has the ability and wishes to be a captain of industry or the head of a department, then his education will assist him to obtain these posts; but, if not, he will return to his father's occupation, or some other chosen by himself, with faculties developed, views broadened, and character strengthened. He will not despise his occupation, but, if he finds its conditions unsatisfactory, his education will enable him to discover the means of improving these conditions, not only for his benefit, but for that of his fellow-workers. Education does not breed discontent with honest labour, but with the unjust environments of that labour, and in so doing points out how this injustice may be remedied." The President is sanguine, and his picture is too good to be true.

I THINK Mr. Stephen Reynolds's "working class view" of the problem is more likely to be true:

"They say that the children ought to be kept at school till they're fifteen. . . .—'Fifteen! Why, they keeps 'em there two years too long as 'tis, I reckon. I don't say a few o' em don't rise through it, but they clever sort 'd rise anyhow, wi'out forcing, if the chance was offered 'em. For the heft (greater part) of the likes o' us 'tis different. You may learn summat to school, or you may not; precious little o' it's any use; but I reckon you learns manlihood and womanlihood after you leaves school, an' the sooner you begins to learn thic, the better. . . . I tell thee, if you got to live your life wi' your nose to the grindstone, like most o' us has, the sooner you learns to put it there the better."

* * *

A FRIEND of mine sent me a book recently entitled "University Tutorial Classes." I gather from it that because a few intelligent working men and women display a commendable desire to study, under suitable guidance, "Economics" and "History," another educational millennium has been inaugurated. Thirty years ago, I remember, University extension was paraded as "a national movement impelled by latent forces," which would solve the problem of higher education for the masses. In its way, and within its limits, the system of University Extension is useful. Similarly, it seems to me the University Tutorial Classes, described as "full of hope and promise for the future of our country," represent another well intentioned but somewhat costly side issue of educational activity. Among the "glories of the tutorial class system," it appears, is the admission of a claim that "nothing must be done for the workers but that which they themselves want," that adult study must proceed on lines of complete freedom, and that the ordinary pedagogic methods of Universities are incomplete. This, I suppose, is what is termed the "W.E.A." spirit applied to the principles of education.

* * *

THE salvation of Latin teaching, I gather, depends upon the adoption of the "Direct Method," but I am still unenlightened as to the grounds for the contention that it is capable of being treated as a modern language. Fortunately, the revolutionary movement appears to have evoked little response from the older Universities and public schools—from the men, that is, of convincing credentials in regard to classical studies. I know not whether the lack of any influential representation of these interests is due to their indifference to reform. Perhaps, however, the line of attack upon old methods, the normal starting-point for advocating the new, is not attractive. Or may be it is difficult to convince the "old school" that their training, and incidentally their success, have been entirely profitless and nugatory.

* * *

A CORRESPONDENT informs me that the Summer School at Cambridge afforded a complete curriculum for the conversion of the teacher. "We were to create a Roman atmosphere: to think and speak as Romans." It seems incredible for anyone to believe that a dead language should be regarded as capable of restoration without being degraded by a strong leaven of modernity. In the home-made Latin plays the Suffrage, the British Workman, and the knockabout business of the music hall (*O Mamercorum alapa*) were not considered derogatory to a Roman atmosphere. And the "atmosphere" must be carried into all departments of school life; and in the playground—the last sanctuary of the pupil from the priggishness of the classroom—Latin must be the medium of expression. Pupils must not appeal for the standard of correctness to what the "Romans said," but to what "We say." Since authorities differ as to the pronunciation of the "hidden quantity," and are not in agreement as to the correct utterance of a good many words where the quantity is not hidden, the "we" might be honoured if inspired by some degree of humility and some appreciation of the position. But the shibboleth of the book is to be replaced by the shibboleth of the tongue, and if "speaking Latin" is to be the end, what advantage can be claimed for Latin compared

with, for instance, German? The modern language can at any rate be spoken with some semblance of reality, and the "atmosphere" need not be one of sheer puerility and affectation.

* * *

THE truth of the matter is, perhaps, that one of "the amiable busybodies," as Sir William Anson might say, impatient of slow progress, has abandoned the ladder of reform for the slender rope of experiment. He has done something, believes he has done more, and wants everybody to leave the ladder and try the rope. "It is a pity," says my correspondent, "that the steady work of reform should be retarded by the extravaganzas of a few faddists who have only a dim conception of the circumstances and possibilities of the majority of schools. Conversational Latin has been on trial before, and has been found wanting. Ascham and Erasmus believed it to be their lever, but failed to move the world; it was rediscovered in the sixties of last century, and now to-day

Occidit miseros crambe repetita magistros.

* * *

To be the friend of Swiveller it was necessary to reject all circumstantial evidence, all reason, observation, and experience, and repose a blind belief in the bookcase. If you would earn applause where teachers congregate, you must cultivate what I see a writer terms the German's besetting weakness—"belief in the omnipotence, for good or evil, of the pedagogic art." You must not probe beneath the surface nor ask for results; you must not count the cost of "what is," but pay for "what might be." Because Principal Griffiths, at the British Association, ventured to inquire whether we are getting value for the £34,000,000 of annual expenditure on education, and to record some of the conclusions of his inquiry, his address was not appreciated by the enthusiasts. I agree with Dr. Griffiths that there has been during the past thirty years an undesirable tendency to give greater prominence to the acquisition of knowledge than to the development of character. I am doubtful, however, whether it is nowadays correct to say: "We appear to think that the learning of 'the three R's' is education." I sometimes wish we did. If I am correctly informed, we are disposed to think that to educate is to supply teaching, without discrimination, in a variety of subjects; to create a pleasing superstructure without sufficient regard to the foundations; to render the work of the schools productive without, as someone has said, "that reasonable proportion of patient drudgery which forms a necessary factor in all mental and moral training."

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THE results of an inquiry concerning the curriculum of elementary schools in Lancashire, and the educational progress of children, do not support the contentions of believers in the bookcase. The replies made by Local Committees "indicate the existence of a widespread feeling that of late years there has been deterioration in the 'three R's.'" On the other hand, about half of those who replied consider that this deterioration is balanced by "increased intelligence," or other improvement. Accuracy in arithmetic and spelling is thought to be less common than formerly. Eighteen Committees, representing 78,800 school places, are of opinion that the deterioration is due to the multiplicity of subjects. Merit Certificate Examination papers were examined by different members of the Education Committee, who, as might be expected, were differently impressed. One says, "I consider the work greatly in advance of what would have been presented, say, thirty years ago"; another, "the general impression left on my mind after looking through the papers is not a favourable one. . . . In neither the Arithmetic nor the Composition paper could I see anything to justify the belief that what has been lost in accuracy and neatness has been compensated by any extra amount of general intelligence."

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CIVIL SERVANTS, Sir L. A. Selby-Bigge says, soon learn to keep silence, especially when they have something interesting to say, and H.M. Inspectors, until they retire, are, as a

rule, careful to say not what they know to be true, but what they are expected to believe. Elementary education has been grievously harassed by the well intentioned efforts of immature or insufficiently informed Inspectors. "We no sooner get one method working than another Inspector advises something different." At a recent meeting of a District Committee a clergyman graphically related the circumstances of a visit by an Inspectress. She walked into the school, removed her gloves, and said: "Good morning; I suppose you know who I am? I am the Inspector from London." Then she began to find fault with everything. The syllabus of teaching was antiquated. The teachers must be more up-to-date. Did they tell the children fairy tales? Did they allow the children to sleep in the afternoon? "Oh, you must let the children sleep for half an hour every afternoon." The head teacher, says the *Schoolmaster*, has revised the syllabus accordingly. It now provides for half an hour's sleep; the teachers have a pillow for each child, and the children sleep in order. A member suggested that when next the Inspectress visited the school she should be asked if the subject was being efficiently taught.

* * *

I MET one of H.M. Inspectors the other day, whose views, it seems to me, were sound and completely in opposition to the general sentiments of his colleagues. "I have come to the conclusion," he said, "that it is a profound mistake even to suggest new methods to old schoolmasters. If they are doing their duty according to their lights, it is well to leave them alone. Their methods may be antiquated, their outlook limited, but I am convinced that it is better not to interfere with either, provided the masters are teaching to the best of their ability." This Inspector is wise. "It is true many bodies are the worse for the meddling with; and the multitude of physicians hath destroyed many sound patients with their wrong practice."

* * *

ALTHOUGH not "a great admirer of projects and a person of much curiosity and easy belief," I observe with interest the advent of new methods or the revival of novel proposals, designed to indicate "the broad highway," if not "the right path of a virtuous and noble education." You have discovered, I see, another "ism." From centralism, with its necessary increase of inspectorialism, we cannot escape; co-ordinationism is still a futile expedient cherished by officialism; and the purposes of trade unionism will be stimulated by registrationism. All these, directly or indirectly, are concerned with equality and uniformity; and yet (to quote one of my favourites) "Plutarke saith in some place that he findes no such great difference between beast and beast, as he findeth diversitie between man and man." It is consoling to know, therefore, that someone has "dashed off in considerably less than a day" an account of a new system entitled "differentialism." I am too old, alas! to attempt to determine by experiment whether differentialism applied to class self-teaching has any merits; but I welcome this addition to our "isms" on account of its name.

* * *

ANOTHER "ism," of significance recently, has been defined as a method of realizing the millennium by the action and under the government of trade unions. This is the theory of Syndicalism. By the confederation of labour, acting independently and coercively, the brotherhood of man, with adequate rewards for all the brethren, will be secured. In alluding to the Teachers' Register as a manifestation of the Syndicalist spirit Mr. Michael E. Sadler was perhaps prophetic; or perhaps he only used a noisy word to describe a quiet movement. Because all sorts and conditions of teachers are to be registered, it is difficult to suppose that they are likely to organize a general strike to redress a grievance of the Union of Teachers of the Deaf on the Pure Oral System. Still less likely are they, it would seem, to adopt the sinister weapons of sabotage. I have never been an enthusiast for registrationism, as I am doubtful of the efficacy of the process.

But the representatives of innumerable interests having settled their differences, "An Old Fogey" can but wish them well, and hope the great adventure will yield all the anticipated benefits.

* * *

MR. J. A. PEASE is a thoughtful and zealous President of the Education Board, who desires to render the schools more popular, to extend their influence, and to redress the inequalities of local taxation. He appears to have some definite ideas, and great hopes of translating them into an Act of Parliament. It is, doubtful, however, whether many of these ideas can be realized without a large addition to the contributions from the Exchequer. And, if I am correctly informed, it is more than doubtful whether these contributions will be forthcoming. Perhaps, therefore, the period of welcome rest from legislative activity will be still further prolonged. I hope it will be so.

U. U.

THE FAILURE OF EVENING CONTINUATION CLASSES.

WHY is it that the results accruing from evening continuation classes are in reality so poor? Anyone who has had anything to do with them knows only too well that there is not only a tremendous waste of money, but also a waste of energy and time on the part of both teacher and taught. Why is this? Is the system in vogue radically wrong? Is it beyond reform? Must a real solution go far deeper? The faults of the present system are many and serious.

(1) The classes are far from homogeneous, especially in the first year. They are so absurdly large that individual attention is impossible. In the same class are to be found persons of all ages and all degrees of mental development. The writer has had the pathetic task of trying to teach French in a beginner's class to men and women well past the prime of life, who had long forgotten how to learn anything—and this in a class of forty.

(2) There is a lack of discipline and control which breaks the school tradition. The attendance becomes more and more irregular as the session progresses, and many classes have perforce to drop out of the time-table, the faithful few being either ignored or sent to join another class. In the matter of homework, the majority ignore it, and little progress can be made, for most of the time is taken up by revising the previous week's work. Again, students are admitted almost at any time within a month from the beginning of each term. This frequently leads to open chaos.

(3) More serious still is the mental condition of the average evening student. It does not require much experience on the part of the teacher to see how ill-prepared the student is for the task before him. Probably he or she has had a hard day's work, and comes into the classroom mentally and physically unfit for the strain of two hours' further exertion. The writer has witnessed instances where the student has shut his book in sheer despair. He was absolutely worn out, and his brain refused to respond to the efforts demanded. It is no exaggeration to say that in a good many cases evening classes as at present conducted are a curse rather than a blessing. The students would have been better employed recuperating their weary limbs and tired brains. The two hours' extra strain inevitably tells its tale next day in the listlessness of the student.

(4) Lastly, in the majority of cases the evening classes aim too high. The organizers of such classes lose sight of one or two important facts. They forget that the material they have to deal with is an intellectual proletariat. The best material will in all probability have left the elementary school for the secondary or technical school. We shall return to this point again. Here let us be content to remark that the function of evening classes is not even to *pretend* to turn out foreign

correspondents, reporters, mathematicians, and scientists. It is an utter impossibility to do more than touch the fringe of these subjects, and the question arises, could not the time be better spent? There is always a run on the French, shorthand, and book-keeping classes—why? Poor misguided students, they are encouraged in their yearning to become clerks. Can nothing be done to increase the usefulness of evening classes?

(1) In the first place they ought to be made to fit more accurately into our scheme of national education. The net ought to be spread far wider, and it is here that the voluntary principle as applied to evening classes has failed. A small percentage of elementary school boys pass on to the secondary schools, but the vast majority go to work, and in our large towns far too many find their way into blind alley employments, later to swell the ranks of the "unemployable." It is here that we find the most vulnerable point in our educational armour; it is here that a strong hand is necessary; half measures would be useless. Any break in the scheme of education at this point proves fatal. This then should be the object of our continuation schools—to prevent the educational waste in those plastic years after a boy or girl leaves school and is turned into the workshop or on to the streets with little or no supervision, to conserve the educational results of school life and to develop it wherever possible, to guide our youths and girls over those critical years of early "freedom."

How is this to be done? Some form of compulsion seems necessary. Education conscription seems a terrible doctrine to advocate, but in reality there is nothing terrible about it. Much of the voluntary principle as applied to evening classes is little more than "home compulsion." In many spheres of life where parents have proved themselves lacking in the sense of duty, the State has stepped in; why not in this case of national importance? In many cases the State would work through the employers of labour, who ought to be convinced that their moral obligation to their employés is very great. They ought to make provision for the educational needs of the young people in their charge, or grant facilities for their attendance at some acknowledged centre. This is already done by many large employers of labour, who give every encouragement to their employés, and often offer promotion as a further incentive. Where both the home and the employer fail, the State must deal directly with the youths of no fixed occupation. This will be the most difficult and yet the most essential part of the scheme, for there is such evident need of doing something in this direction. A serious effort ought to be made to win this section of the population for civilization.

We must bear in mind that the principle of compulsion would apply to the employer, and a necessary corollary to all evening classes is the restriction of the hours of juvenile employment. The student, if he is to derive any benefit from them, must come with a fresh and vigorous mind, and not tired out by long hours of mental or manual labour. If the youth of the land is to be compelled to attend classes, say for six hours a week, there ought to be a corresponding reduction in his working hours. Still more important is this in the case of girls.

(2) This brings us to the most difficult part of the question—the types and aims of evening classes. There would, of course, be the well known commercial and technical classes for those who were considered fitted to profit by them. These would, however, be far less in number, for at present hundreds of boys and girls take up these subjects who would be far better employed in other ways. The great need is for classes that are not educational in the narrow sense, but educational in the widest possible sense. The objects of the Workers' Educational Association or even of the village Mutual Improvement Society might with advantage be copied. Evening classes ought not to aim at converting a skilled artisan into a clerk, or, for that matter, into a more skilled workman. The average youth from the workshop has had quite enough of his trade and ought to be taken out of its atmosphere. Vocational evening classes are in the majority of cases worse than useless. This applies absolutely to the thousands engaged in unskilled

labour (and these will always be with us) and also very widely to those employed at some trade.

After his day's work is done the youth would gain refreshment both for his body and his mind by the recreative study of subjects that would broaden his views of life and widen his outlook. In the dark winter evenings, continuation classes should perform the function that outdoor games and country walks do during the long summer evenings. All too long have such things as physical exercise and recreative pursuits been lost sight of. Along with this the student might be instructed sympathetically in the wonders of his own country's history and the formation of the constitution. The glories of our literature could be brought to his notice and some idea given of the duties of citizenship. Most evening classes then ought to partake of the nature of a club where manual and physical training is given, and where the members' minds are refreshed in the ways mentioned above. It is becoming more and more evident that continuation classes can do little or nothing—in the majority of cases—in the field of education as narrowly understood, but they can be made useful instruments on the side of civilization.

THE HEAD MASTERS' CONFERENCE.

THE Annual Meeting was held this year on December 23 and 24 at Reading School, on the invitation of the Rev. W. C. EPPSTEIN, who presided. In spite of the unfavourable weather, there was a good attendance. Some sixty-five Head Masters were present for part of the proceedings or the whole, including the Heads of Eton, Harrow, Winchester, Rugby, Charterhouse, Cheltenham, Bradfield, Shrewsbury, Repton, and Birmingham. On the evening of the first day the Conference was entertained at dinner by the Mayor of Reading. The guest of the evening was Dr. G. R. Parkin, Secretary of the Rhodes Trust and the biographer of Edward Thring, the founder of the Conference.

Tuesday's session was occupied mainly with the address delivered by Sir J. A. Ewing, Director of Naval Instruction, a full and lucid exposition of the new Admiralty scheme for a supplementary supply of naval cadets from the public schools. The scheme met with general approval, but some disappointment was shown with the ruling of the Chairman, who announced that criticism of the scheme would be out of order. Some, for instance, would have desired to hear an official definition of a public school.

The resolution approving the conditions of registration was carried unanimously without debate; but here again we should have welcomed a rider pledging the Head Masters to register themselves and to use their influence to persuade their staffs to register.

The resolution moved by Dr. David urging the Head Masters to co-operate in the forthcoming national scheme of education was supported by weighty arguments, but subsequent speakers gave little or no indication of what form they desired the scheme should take, and the Conference resolved, as is its wont, to appoint a committee to consider what steps should be taken.

In approving the reformed scheme for Responsions at Oxford, the Conference reaffirmed previous resolutions in favour of the abolition of compulsory Greek. At least on this measure of reform the Conference has shown consistency.

The same cannot be said of their attitude towards the reformed pronunciation of Latin, which was the subject of the second day's session. Seven years ago the Conference were understood to have pledged themselves to the adoption of the new and authorized pronunciation, but since then there have been numerous backslidings. The preparatory schools, or a majority of them, have decided that it is too hard for small boys to learn, and Eton masters, or all but two, have successfully kicked against the yoke. Thus, in spite of the Board of Education's fiat, *δινος βασιλεύει*, and Dr. Lyttelton holds that no one is the worse for it.

The New Scheme for Naval Cadets.

SIR ALFRED EWING began his address with a retrospect. Just ten years had elapsed since the introduction of the reformed scheme of entry and training of naval officers, and the Admiralty had every reason to be satisfied with the results. Nor had they now any intention of superseding or altering it, but, in consequence of new developments, such as submarines and aeroplanes, it was found that the supply of officers was not equal to the demand, and they had turned to the public schools to make good the deficit, and he was there to urge the Conference to send them of their best product. The age hitherto chosen for entrance to Osborne had been between thirteen and fourteen, the transition age between the preparatory and the public school. For the special class of cadets the age would be fixed at about eighteen, by which time a boy would have completed his course at a public school. Candidates would be chosen by a competitive examination, identical with the examination for Woolwich, except that there would be an extra paper set in the elements of engineering. Thus a candidate might enter his name for Woolwich, Sandhurst, or the Navy, naming his order of preference as in the Home and Indian Civil Service Examination. There would also be, as in the case of the present cadets, a preliminary interview with the Board of Admiralty in order to weed out obviously unsuitable candidates. The period of training for these senior cadets would be somewhat shortened—twelve months in harbour and six months cruising at sea. They would still obtain the rank of midshipman a year later than the Osborne cadets, but there would be ample opportunities, if they showed superior ability, of overcoming this handicap.

In answer to questions, Sir Alfred said that the engineering paper would be optional, but there was no alternative for it. The intention was not to add an additional subject to the curriculum, but only to test a candidate's aptitude for dealing with practical mechanics. The preliminary instruction at school must have been mainly in mathematics and science, and he could hold out no hopes of modifying the examination to suit boys on the classical side.

The Teachers' Register.

MR. CARY GILSON, in proposing a resolution welcoming the establishment of the Teachers' Register, and approving the conditions, gave six reasons for their approbation: (1) it would tend to exclude charlatans; (2) it would, they hoped, raise the status of the profession; (3) the insistence, ultimately, on a period of training would give a much-needed filip to the training of secondary teachers; (4) the raising of the professional status might perhaps tend to exercise a good effect on salaries and pensions; (5) it might bring more good men into the profession; (6) a Register established *ab intra*, not by a Government Department, was some guarantee for freedom of teaching for the future, and one of the most hopeful signs of the times.

The Rev. the Hon. E. LYTTLETON seconded. He regarded the Register as an outward and visible sign of the unity of the profession and a safeguard against Government control in the future. The Eton assistant master who, when asked in his holidays what he was going to do for the next three months, replied, "I am staying with friends in Bucks," belonged to a past generation.

The resolution was carried unanimously.

A National Scheme of Education.

Dr. DAVID (Rugby) moved:—

"That, since there is now some prospect that a national scheme of education may be formed, the Committee be instructed to consider possible methods of co-operation in such a scheme by the public schools and to report to the next conference."

He said that, assuming that some comprehensive scheme of legislation was in prospect, he wanted to make one suggestion as to their duty in the matter. One cause of the success of their schools was that during the whole of their history they had been free and had grown up on their own individual lines. That freedom they did not propose to surrender if they could help it. But they would not secure it by standing aloof. If English education could be guided between the two extremes of confused and chaotic aims on the one hand, which some of them felt they were dangerously near now, and on the other the deadening grip of Government control, surely they would be able to help and guide and save it. But they could not help from outside. If it came to communication between them and the authorities, they must lay down as a condition that non-local schools should be quite definitely free from any controlling direction by any Local or Provincial Authority, and their relations should be directly with head-quarters. He imagined they would be invited to agree to a scheme for a common certificate for the leaving

examination to take the shape in the work of training men for the teaching profession, and also to assist by scholarships to boys from schools of lower grade. Obviously the difficulties of such a scheme of scholarships could only be solved if the authorities interested had come into close co-operation beforehand.

The Rev. LIONEL FORD (Harrow), in seconding, said that personally he did not think the dangers were anything like so great as their fears anticipated. Why should it be assumed that the State was going to impose a dull monotony upon them all? The movement should meet either with the active co-operation of the Conference or be opposed.

The Rev. C. A. ALINGTON (Shrewsbury) did not see what they could possibly do during the next year.

The Rev. W. TEMPLE (Repton) supported the resolution. The movement for educational legislation came from the Labour Party. What they demanded was training through a common life rather than through common instruction.

Mr. A. L. FRANCIS (Blundell's School) moved as an amendment:—"The time has come for this Conference to co-operate with the Board of Education, the Universities, and other educational authorities in dealing with the pressing problems of education, and that a committee be formed for this purpose."

The amendment was defeated by 39 votes to 8, and the original motion was then carried by 52 votes to 3, with the addition of words providing that the Committee of the Conference should select a committee to consider the methods of co-operation referred to in the resolution.

Reformed Pronunciation of Latin.

The second session of the Conference on Wednesday morning was occupied by a lively debate on a motion of the Rev. H. COSTLEY WHITE (Bradfield) inviting every member of the Conference to pledge himself to adopt throughout his school the reformed pronunciation of Latin as recommended by the Classical Association. Seven years ago the subject was introduced at their Conference and that of the Associated Head Masters and of the Assistant Masters. All three decided that this was the right pronunciation to adopt, and there was a tacit understanding that it would be adopted by all. This expectation had not been realized. In the Association of Preparatory Schools figures issued at the beginning of the year showed that 219 schools had used it, but the number had now fallen to 177. There were now 148 which deliberately did not use it and 174 which condemned it on principle. At Bradfield he had examined 169 boys and found that of these only 62 had been taught the correct pronunciation at their preparatory school. For public schools definite figures were lacking, but an inquiry of the Classical Association showed that of 39 only 24 professed to use it throughout the school. One consequence was that when a boy proceeded to Oxford he heard a cacophonous jargon. There was no place in the world where Latin was more variously and more villainously pronounced than at Oxford. Tutors and professors pleaded that unless they pronounced Latin as English they would not be understood. The onus of responsibility rested with the public schools. If they were unanimous in adopting the reform, the preparatory schools would be forced to follow suit and the Universities would no longer be compelled to see and approve the better way and to follow the worst. All reforms involved some difficulty at starting, but this had not prevented the radical reforms of the last ten years in the teaching of geography and geometry. And in part the difficulty was self-created. Could anything be more preposterous than the practice of some schools, to allow the old pronunciation in the lower forms and introduce the reformed pronunciation half-way up the school?

Mr. F. FLETCHER seconded.

Dr. LYTTLETON (Eton) said for two years he did his utmost to get the reformed pronunciation adopted at Eton. The masters set to work, perhaps not all with equal zeal, but certainly with a good deal of zeal and loyalty, but in the end he found that it could not be done. He could not resist the unanimous declaration of his masters—except, perhaps, two—that they found it retarded the boys' progress. Added to this, there was the lack of uniformity in the preparatory schools. As Latin became more and more important, they had to determine whether the reform was worth while, in view of the greater difficulty to every single boy below the top class. He did not think it worth while. He was not in the least averse from the reformed pronunciation on principle, but simply from practical considerations. He thought chaos was a bad thing, but he could not see any justification for the gloomy prophecies made that morning, and for the statement that this change was essential to the prosperity of the classics, or the welfare of Latin or of their pupils. They had gone on for long in chaos, and it was not easy to see that any very bad results could be traced to it.

Dr. HOUGHTON (Rossall) said he was at the Conference of 1906, and he had no recollection that they pledged themselves. When he went to Rossall in 1908 he found the new pronunciation in work-

ing order, and he left it, but he discovered by experience that it had been a very serious hindrance in teaching small boys.

Mr. F. B. MALIM (Haileybury) said the municipal and secondary schools were, as a rule, adopting the recommendations of the Board of Education. If they stood up for something medieval they were deliberately refusing to give them the lead which it was their duty to do.

Mr. E. H. S. WALDE (Chigwell) said the Classical Association, which represented the best classical interests, was unanimous about the reformed pronunciation. His experience was that there was no difficulty about the change. He would undertake to teach a boy the reformed pronunciation in a fortnight.

Dr. UPCOTT (Christ's Hospital) said he had never found any of the difficulties alleged. The new pronunciation was good for the study of versification, good for the study of modern languages and for the international mutual understanding of Latin, good for the musical, the literary, and the historical sense, and good in the name of common sense.

The Rev. A. C. ALINGTON (Shrewsbury) said he had changed his pronunciation ten times, and he had always used the new pronunciation since he went to Shrewsbury, and he had never had the faintest doubt that he was wrong in doing so.

Mr. NOWELL SMITH (Sherborne) said he thought it would have been better to postpone the discussion, although he was in favour of the reformed pronunciation. He moved the previous question in order that the subject might be properly discussed on another occasion.

Canon JAMES (Malvern) said if they were going to pass a resolution which they knew perfectly well that Eton, for instance, would not follow up, was not it rather foolish?

Canon WATERFIELD (Cheltenham) agreed that the new pronunciation was perplexing for small boys. But he saw no difficulty in changing over from the old to the new pronunciation in the sixth form. The subject should be referred to the Preparatory Schools Association.

The previous question was defeated by 24 votes to 23, and the resolution was then carried by 31 to 17.

Mr. Alington (Shrewsbury), Mr. Lowrie (Tonbridge), and Mr. Nowell Smith (Sherborne) were elected to fill the three vacant places in the Committee. The Conference next Christmas will meet in London at the Imperial College of Science.

IMPRESSIONS OF A FRENCH TRAINING COLLEGE.

A LONGER training is required of the elementary teacher in France than in England. The ordinary course at an *école normale*, entrance to which is gained by a stiff competitive examination, lasts three years, the first two being occupied in preparation for the *Brevet supérieur*, while the practical training is left to the third. The first impression one gains is that a great deal of work is expected of the French student. The subjects for the *Brevet supérieur*, all of which are compulsory, are French literature and composition, one foreign language, arithmetic, algebra, geometry, three sciences, psychology, ethics, history, geography, music, and drawing. In addition to these, needlework and cookery are generally taught at the women's colleges, though they are not required for the examination. It is of course not altogether possible to judge of the difficulty of an examination merely by considering its syllabus, or to compare it for instance with the English Teachers' Certificate, but I was told that the standard taken is a high one, for which a very detailed knowledge of some subjects is necessary. There are questions on theoretical as well as practical arithmetic, the geography course involves a considerable knowledge of geology, and among the English set books for one year there was a story by Kipling. The most alarming characteristic of the *Brevet supérieur* is that there is an oral examination in every subject, in some cases this being the sole test. Even when there is a written paper in addition, it consists of only one question, so that a candidate is given no choice, but passes or fails on his knowledge of one particular part of the subject. There are, of course, drawbacks

to a method into which chance enters so largely, but the oral system of examination certainly has its advantages in the case of a profession like teaching, where success so much depends on the ability to express one's ideas clearly. The chief objection to the *viva voce* method—that candidates may be too nervous to do themselves justice—is to a great extent obviated by the kind of training given at a French *école normale*, the usual way of questioning a class being to call upon one or two students to give short expositions of some particular point. For those who have been accustomed to stand up and make speeches of five or ten minutes' duration in this way, an oral examination should present few terrors.

Third-year students drop some subjects, and increase the time spent on others, such as French literature. They also begin a course of pedagogy, and during the year spend about eight weeks each in teaching at the practising schools attached to the college. Criticism lessons are given every week in the presence of the whole of the staff and the other third-year students. At the end of this year there is another examination, the practical part of which consists of a lesson given before an inspector, and the written part of a thesis on some question connected with education, the subject for which is announced several weeks beforehand.

Another point which immediately impresses an observer accustomed to English schools and colleges is the absence not merely of religious instruction, but of any recognition of the existence of religion at all. I have heard it said that the name of God must not be mentioned, but I do not know if the secular idea is really carried to such a literal extreme. Certainly there is no Scripture teaching of any kind, its place being taken by lectures on Ethics; there is no assembly for prayers in the morning or evening, and no grace is said at meals. On Sundays there are no classes, but certain hours are set apart for study, and the amount to be done is so great that most students would find it impossible to manage without using this time. There are a few hours free in the morning, during which anyone who wishes to attend a place of worship may do so, but the number of those who avail themselves of this permission is usually small.

The examination requirements and courses of study are the same for all *écoles normales* throughout France, but the domestic arrangements and discipline naturally vary in the different colleges, as they are left to the discretion of the Principal. As regards these I can speak only of the conditions which obtained at the particular one I visited—a women's college—and cannot say how far it is typical of the rest. Here there were about fifty students, all resident, for even those whose homes are in the town are expected to live in college on the same terms as the rest. The college is a three-storied building of grey stone, built on three sides of a courtyard, with the practising schools adjoining. The public rooms include a *salon* or students' common-room, a separate classroom for each year, a small library, special rooms for drawing and needlework, and a refectory. In most of these there may be seen printed notices issued by the Education Department with reference to the danger of consumption and the necessity of taking precautions against it. After emphasizing the importance of ventilation—a warning which seemed to have been taken to heart in this case, for the building was as airy and well ventilated as anyone could desire—the notice proceeds to urge students not to borrow each other's handkerchiefs, and to refrain from spitting and from excessive indulgence in alcohol. One can only hope that the last two rules were framed with the men's colleges in mind rather than the women's.

The day's routine is as follows. The first bell is at half-past 6, breakfast at 7, and classes from 8 to 12, with a few minutes' break at 10 o'clock. After *déjeuner*, at 12, the students go out for a walk until 2, or, if the weather is wet, amuse themselves indoors. The next two hours are again given up to work. A few classes, chiefly in such subjects as music and drawing, are held in the afternoon; the rest of the time is spent in private study. The next hour is free, except for ten or fifteen minutes' drill. Such a meal as tea is unknown; the only food provided by the college at this hour is bread, but

the students generally supplement it with something of their own. From 5 to half-past 7 they study again; dinner follows, after which there is about half an hour for recreation—generally dancing in the *salon*—before bedtime at half-past 8. This routine is the same all the year round, except that in the summer months the daily walk is taken between 4 and 5, and the drill lesson is changed to the hour after *déjeuner*. In addition to their studies, the students have a considerable amount of housework to do. Not only do they make their beds, lay the tables, and clear away the meals, but they are also expected to sweep and dust the dormitory and the classrooms, and to iron, though not to wash, their own clothes.

On the whole the life which these girls lead has many more restrictions than English girls at college are subjected to. The only gate which gives access to the street is opened from the concierge's lodge, so that no one can pass in or out without her knowledge. In fact, no student ever goes out alone; the daily walk is taken in a "crocodile," with a mistress in charge, and, even when girls who live in the town are allowed to visit their homes, one of their relatives must fetch them from the college and escort them back. The dormitory in which they sleep is merely a large room, in which the beds are separated from each other not by partitions, but by curtains; and these curtains are drawn round the beds only while the occupants are actually dressing and undressing; during the night they are drawn back, so that the *surveillante* passing through has a full view of the whole room. While in college all students wear overalls of dark grey or black-and-white print, hideous shapeless garments which completely cover their other clothes; out of doors, except on short walks, they dress alike in black, with uniform hats of some unobtrusive colour. There are various other little restrictions which would seem to us more appropriate to a boarding-school than a college, but it must be remembered that these girls are younger than most English students, sixteen being the usual age at which they begin their training, and also that in France girls of this age are

allowed less liberty than in England, so that they probably do not feel the irksomeness of such regulations so keenly. At any rate, the hard work and rigorous discipline seem to have no adverse effect on their health and spirits, for, judging from appearances, they are as cheerful and capable of enjoying life as any of their fellow-students in this country.

SECONDARY EDUCATION IN VICTORIA.

[BY A CORRESPONDENT.]

EDUCATION, both primary and secondary, in Victoria is passing through an interesting stage. The State is steadily extending its control over, and interest in, secondary education and following up its compulsory registration laws with large extensions of scholarships systems, new trade schools and technical colleges, and the development of advisory and consultative bodies designed to bring all public education into closer touch with commercial men and manufacturers, as well as with the Melbourne University it so liberally subsidizes. At the end of last year secondary education began to really feel the impulse of new driving forces in the direction of efficiency. A Schools Board was set up, or, more accurately, "a board of school studies, school inspection, and school examinations."

It consisted of the Vice-Chancellor of the University, the President of the Professorial Board, eight representatives of the University, to be appointed annually by the Council; eight representatives of the secondary schools, and two members representative of the business interest of the community, who were to be elected annually by the Council. The Board was to meet twice annually for the conduct of business, or oftener if required. It was to consider

(Continued on page 30.)

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That the Schools Board recommend the University Council to lay before the Government the importance of making early preparation for a system of full inspection of secondary schools, both departmental and non-departmental, in readiness for the institution of a system of school-leaving certificates, under which progressive partial relief will be given from the present burden of external examinations by the recognition of the certificates of the head masters of schools.

That the Inspectors should, subject to the conditions hereinafter set forth, be departmental officers, and the system should be administered by a Chief Inspector of Secondary Schools, specially selected for this work. Inspectors of secondary schools should be University graduates of high standing, and should have had experience in secondary schools of various types. It is advisable that at least one of the Inspectors should be a woman.

The Board further believes that the inauguration of a system of inspection that would command the full confidence of the community would be greatly forwarded if the department could arrange to borrow from within the United Kingdom for a period of two years the services of two experienced secondary school Inspectors, to assist in devising and instituting an effective system and in training Inspectors for this special work.

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With an amendment making clear that the Inspectors must have had experience in teaching in various classes of secondary schools the report was unanimously adopted. The big denominational and private schools have not confidence in Inspectors whose experience is limited to State Continuation Schools, Agricultural High Schools, and the like. Hence the amendment.

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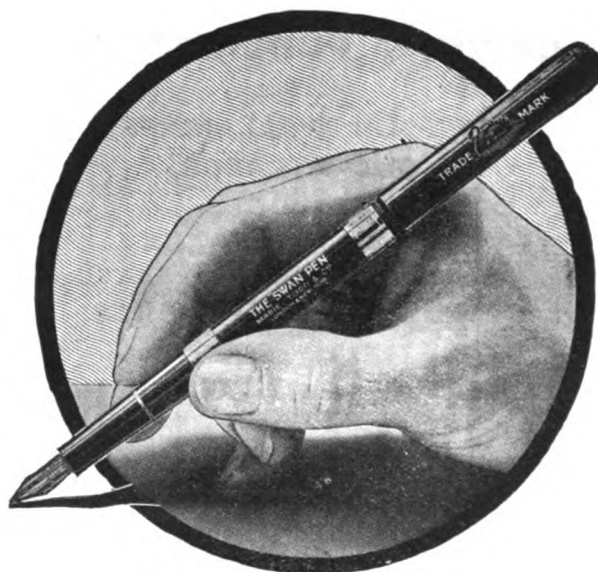
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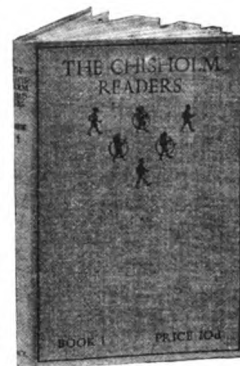
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THE NEW REGISTER.

LAST month we were able to report that the Register of
Teachers was an accomplished fact, and before this
month is out, to judge from the applications already received,
at least four thousand teachers will have been enrolled on the
new Register. The total of entries under the old Register
during the four years of its existence was only eleven thousand,
for the ninety thousand certificated teachers inscribed in
Column A, without payment and against their will, cannot be
reckoned. The old Register was, from its inception, fore-
doomed to failure. It was framed by the Board of Education
without consultation with teachers, and its Council were an
administrative department of the Board with no power of
altering or amending the regulations under which they worked.
The foundations were so rotten that the Government were
well advised to end it rather than attempt a reconstruction;
but the services of the distinguished men and women, several
of them now departed, who "saw much but were powerless to
act," and, to use a vulgar phrase, made the best of a bad job,
should not be forgotten. The new Council have already
profited greatly by their spade-work in framing the Conditions,
and will profit still more when these conditions have to be in-
terpreted and applied to individual cases by the Secretary and
Committees of Council.

The new Council start with a clean slate and a perfectly
free hand. The Board of Education, having settled its con-
stitution and guaranteed its finances for the first three years,
has, so to speak, launched it as a privateer with letters of
marque. But, as the Chairman (Mr. Acland) has repeatedly
admonished the Council, this sanction may be withdrawn
when the present Council go out of office, and the
validity of the Register, if not its very existence, depends
on the good will of the Board of Education. After endless
delays and abortive schemes, Sir Robert Morant's require-
ments have been satisfied and a Council has been established

"representative of the whole teaching profession." In his famous memorandum he added "irrespective of and apart from all questions of the kind of register to be produced." The Council are on their trial, and it still remains for them to show that they can produce a Register that includes the bulk of competent teachers and excludes no competent teachers who seek admission, and also that, when the permanent conditions come into force, no incompetent teacher will gain admittance. Then we hope and trust that the Board will give to the Register their final sanction by requiring that in all schools recognized by the Board and in receipt of Government grants, at first in proportion to the staff and eventually all the staff, shall be registered teachers. This will constitute a far more effective sanction than that which the first Bills for registration sought to impose by a clause prohibiting non-registered teachers from suing for fees in a court of law, and it will stamp all untrained teachers as unlicensed practitioners.

Whether or not the Registration Council fulfil this aspiration, and commend themselves to the Board of Education, their labour will not be in vain, for they have proved for the first time that English teachers can co-operate as a united profession. Sir William Anson is pleased to mock at "unification" as one of those catchwords that the educational expert loves, and sees nothing in "the unification of the teachers' profession" but a grandiose method of telling us that every teacher will now find a place in one list; but we trust the larger hope, expressed by Sir J. D. McClure, that the Council will become "the recognized mouthpiece of professional opinion and the true Advisory Council in all matters affecting education."

The Council have wisely recognized training as the distinctive mark of a learned profession—the symbol that every candidate, whatever his attainments or other qualifications may be, must produce before he is admitted to the Guild. We regret that University teachers are excepted, and in the case of specialist or technological teachers it may be some years before the test is rigidly enforced. But in the case of all other incipient teachers the five years of grace are sufficient time to enable them to qualify in this respect, and we doubt not that the wholly inadequate provision for training, especially for men-teachers, will in the interval be made good. The demand will create the supply, and the Board of Education, who have for years preached the necessity of training, will be forced to show their faith by works and allot grants for the training of secondary teachers on the same scale as those that elementary teachers now receive.

Instead of reproducing the Conditions and Forms of Application (which can be obtained from the Secretary of the Council, 2 Bloomsbury Square), our readers will doubtless prefer that we should summarize them with some running comments. Every possible regard has been shown to existing interests. Up to December 31, 1918, the only qualification imposed is experience. Any teacher who has attained the age of twenty-five can claim to be placed on the Register on producing evidence of five years' whole employment or ten years' partial employment in teaching, provided that two of these years have been spent in one school or institution or under one governing body. A year of professional training may count as one of these five years. The certificate of experience must, it is true, be accompanied by evidence satisfactory to the Council that the applicant has shown fitness for the teaching profession, but the form to be filled in by a head teacher or magistrate is of a purely negative description: "I certify that I know nothing in A. B.'s moral character that renders him unfit for the teaching profession." The Council have adopted the policy of the open door, and the only class of teachers who can complain that they are shut out are private tutors and governesses. Whether such establishments as tutorial colleges and schools for shorthand will be recognized remains to be seen. There has been no attempt at starting to separate the tares from the wheat, and for the next five years all the Register will attest is that the registree is not a notorious evil liver, and has so far satisfied his employers as to retain one post for at least two years. Yet most of us must know by sad experience of teachers, even in schools of repute, who

could not teach; learned men whose classrooms were a bear-garden; and ignorant athletes retained for their services on the cricket-field.

As with the Medical Register, there must be years of transition, and it is far more important to inquire what the Register will be like under permanent conditions. The standard of qualification is distinctly higher than under the old Register. Under it there was no minimum age, and one year of experience, plus proof of ability to teach, sufficed. In future, five years of experience will be required of all. Certificated teachers will be admitted as under Column A, but they will be entered alphabetically and pay the guinea fee like the rest. On this there are only two remarks to make. That "Acting Teachers," recognized as such by the Board, should be excluded is an anomaly, and the group of Elementary Teachers is pressing, not for their admission by the Council, but for their abolition by the Board as the logical conclusion. Secondly, Mr. Cary Gilson, in his *communiqué* to the *Times*, regrets that no higher test than the Government certificate was imposed, and reminds us that in all their *pourparlers* with secondary teachers the N.U.T. had expressed their willingness to accept any standard of attainment, however high, provided the invidious classification by employment were removed. He would have insisted on a University degree or its equivalent. The answer is that at present not 1 per cent. of elementary teachers have graduated, and when, as we hope, graduate elementary teachers are as common in England as they now are in Scotland it will be time for the Council to raise the qualification. From specialist teachers a University degree can never be exacted.

For secondary teachers it may be said roughly that a University degree will be a *sine qua non*. Under the old Register various equivalents were admitted, and it is possible that some may still be added in subsequent Regulations of the Council. In administering this Condition, we foresee many nice points that the Council will have to determine. Will colonial or foreign Universities be approved by the Council? As at present worded, the Regulations would exclude a woman who had passed a Final Honours School at Oxford but had not taken the Preliminary or Moderations, and yet it would apparently accept an L.L.A. of St. Andrews. And there is a graver difficulty. Kindergarten teachers are grouped under secondary teachers, but even fewer of these than of elementary teachers can be expected to attain a degree, and apparently they will be compelled to register under the conditions that apply to the technological group.

The condition of training is explicit. Certificated teachers are, *ex vi termini*, trained; and of all secondary teachers there will be required a full year's course of training in the principles and methods of teaching accompanied by practice under supervision. It will be seen that this clause may admit student teachers in recognized schools, and we hope that the Council will be on their guard against soft options—the student teachers of the old regime, whom Mr. Lyttelton found "a great convenience." We regret that University teachers are to be exempted from training. We have not space now to argue the question, but may point out one anomaly that will result. Half the teachers in London training colleges are recognized teachers of the University of London, and will be able to claim this exemption. This is as absurd as the regulations of the old Register, which admitted Heads of recognized schools as such, and under which three joint Head Mistresses were enrolled who had neither degrees nor training.

Of the three conditions, the last, experience, is the one that will most exercise the Council. The five years of service must have been passed under conditions "approved by the Council," but it is probable that at the present moment there are in England more private than public secondary schools, and of these (except the bare hundred who have voluntarily submitted themselves to inspection) the Council have, and can have, no official cognizance. Many of them are doubtless as efficient as any public school, but general repute is not a sufficient basis for a quasi-judicial sentence, and, even should the Government pass a measure requiring all schools to submit themselves to a census, some years must elapse before

the universal inspection that it entails is completed. The abortive inspection that under the old Register the Board undertook of schools desiring to be "recognized" for the purpose will not be forgotten. To put a test case. The average salary of assistant masters in grant-aided schools is £168. Will the Council approve a private school which declines to make a return of salaries, or one in which the average salary of the staff is under £100?

We have only glanced at some of the problems that the new Register suggests, and must leave the Specialist Group, which presents the most intricate of all, for another article.

We append a selection of the queries most frequently addressed to the Secretary, together with the official answers.

1. Is the fee payable more than once?—The fee of one guinea is a single payment and not annual.

2. Why must the Certificate of Registration be returned once every nine years for renewal?—Because this is the only means by which the names of deceased teachers may be removed periodically from the Register.

3. Are teachers who were registered in Column B of the former Register entitled to be transferred to the new Register automatically and without payment?—No; the new Council is constituted in a manner entirely different from the old one, and the Board of Education assumed responsibility for the repayment of all fees paid to the former Council, provided that application was made before March 1, 1913.

4. Must the Certificate of fitness on Form B be filled in by the Head Teacher?—Yes; this certificate is intended to furnish evidence not only of moral fitness, but also of experience. The signature of any member of the governing body of a school or of any magistrate will be accepted.

5. Will the Register be published?—Yes; it is hoped to publish not later than the autumn of 1914 a volume containing the names of all registered teachers in one column and in alphabetical order, with a short statement of attainments, training (if any), and experience of teaching. This volume will be revised and published annually.

6. Can former teachers who have now retired come on to the Register?—Yes, provided they have had the required period of experience under accepted conditions. In several cases ladies who were formerly teachers and now are married are applying for registration as a precaution in the event of their being left widows and compelled to take up teaching again.

7. Is the Register open to teachers in Scotland and Ireland?—Yes, provided they have had the requisite period of accepted experience.

8. Is it necessary that applicants for registration should send up their Board of Education Certificate?—It is desirable, but not absolutely necessary provided the number of the certificate be given.

9. Is it necessary to send a certificate signed by the Head of the training college?—No; the Board of Education Certificate covers this.

observations it is based, and how far the results form a valid basis for an educational system. Here we are met with a difficulty at the outset, for the deductions of Lombroso, Giovanni, and Niceforo are not assessed by English writers at the same value as that which is assigned to them by their own countrymen, while the education in modern elementary schools stands in marked contrast with that which appears to obtain in Italy. Let us take the following quotation as an example:—

Physical beauty constitutes in itself a class privilege. This child, weak in mind and in muscular force when compared with the child of wealth, grown up in a favourable environment, shows less attractive manners because he has been reared in an atmosphere of social inferiority . . . he fails to obtain the encouragement of praise and high credit marks that are lavished upon stronger children who have no need of being encouraged. . . . Another child, living in an agreeable environment in the higher social circles, possesses all the physical attraction and grace that render childhood charming . . . this child is destined to reap a harvest of praise and rewards; the teacher, egotistically complacent over the abundant fruit gathered with so little effort, and the moral and æsthetic satisfaction derived from the fortunate pupil gives him unmeasured affection and smooths his whole way through school.

Yet, later on in the volume (page 64), the author attributes physical beauty not to the environment, but to the result of hybridization, and states that "in the human race we have an experiment already accomplished which actually shows us the æsthetic triumph achieved in the region where the races have for the greatest length of time been crossed and re-crossed." By what canons of artistic beauty these perceptions are judged we are not told, but we gather that "beauty" is considered as of the nature of a Mendelian dominant, for "the germinal potentialities that contain beauty and strength seem predestined to that predominance which will achieve the triumph of life in the individual" (page 67). Again, we find Dr. Montessori prepared to predict the character of the individual from the proportionate length of the limbs to that of the body (page 75), and to base thereon a regimen which shall obviate these morbid predispositions. Thus, the brachyscelous, or short-limbed type, is "a hearty eater . . . he will select a well spread table as his favourite spot for lingering. Whatever elements of the ideal the world contains will escape the attention of this type of man, who is far more ready to understand and engage in commerce, which leads by a practical way to the solution of the material problems of life." The fate of the macroscelous person is still more discouraging. "We can almost see this man with pallid, hollow cheeks and narrow chest, nervous, incapable of steady productive work, and prone to dream over empty visions of poetry and art. The man of this type is quite likely to devote his entire life to a platonic love, or to conceive the idea of crowning an ideal love by committing suicide" (page 76). It may comfort those who belong to this type of humanity to know that the majority of parasitic criminals—thieves, for example—are macroscelous, while murderers and criminals of violent character belong to the short-limbed group.

One more example will suffice: our characters are to be judged by the position in which we carry our heads (page 266).

It is not the vain man, or the proud man, or the dreamer, or the bureaucratic official whose head assumes this involuntary horizontal level that is characteristic of the most profound sentiments known to humanity; persons of such type hold their heads slightly raised and the line shows a slight backward slant. The man who is depressed and discouraged, the man who has never felt the deep, intimate and sacred thrill of human dignity has on the contrary a more or less forward slant in the psychological line of orientation.

We may well cry, Hold, enough! It may be urged that the book must be judged as a whole, and that it is unfair to pick out individual statements and hold them up to ridicule, yet the same complete lack of scientific discrimination which is exemplified in these extracts is apparent throughout the book, which, it must be remembered, is intended as a sober scientific treatise upon which is to be raised a new system of philosophical education! The book is a strange medley of similar pseudo-scientific generalizations and loosely connected statements, interspersed with wearisome philosophical disser-

REVIEWS AND MINOR NOTICES.

Pedagogical Anthropology. By MARIA MONTESSORI.
Translated by FREDERICK T. COOPER. (14s. net. Heinemann.)

Hero-worship sometimes produces unexpected results, and it would at the first glance appear hardly reasonable to assign to hero-worship the production of a book upon anthropology. Yet it is to this motive that Mme Montessori's latest publication owes its origin. According to the preface it purports to be the notes of her four years' course of lectures diligently preserved by an admiring student, while the authoress, in her turn, lays her work at the feet of Prof. Sergi as a token of her indebtedness to his influence and teaching. Yet this method of book production has its drawbacks, for it renders the labour of assessing the work at its proper value an exceedingly difficult task, especially as it appears in the guise of a translation. Pedagogical anthropology is defined as a *method* which systematizes the positive study of the pupil for pedagogical purposes with a *view* to the establishment of philosophic principles of education. We may, therefore, attempt to determine how far the method is sound, upon what scientific

tations. Nor do the plates of illustrations help to dispel this unsatisfactory impression. It would have been an easy matter to have made use of actual photographs in place of the blurred reproductions which do duty for them. In the whole method of treatment there is something strangely medieval; for the ponderous tome, the portrait of the author, the unqualified acceptance as authoritative of the *ipse dixit* of the master, and the prolixity of the arguments are all strongly reminiscent of the age of the Schoolmen.

There is, at the present time, a real need for a book which shall bring to the aid of the teacher, in a concise and clear-cut form, the results of the labours of workers in cognate fields of knowledge; but for this we have still to seek.

The New Schoolmaster. By "FOURTH FORM."
(Smith, Elder.)

There is no copyright in "The Schoolmaster" as a title. "Fourth Form" is even less likely to be confused with Mr. A. C. Benson than was Mr. Benson with Roger Ascham. There is this in common between the authors, that all three are reformers. Ascham's aim was to commend a more excellent way of teaching Latin. Mr. Benson, just liberated from the bondage of the fine old fortifying classical curriculum, pointed out how it sacrificed the many for the sake of the few, and he preached a new humanities founded on English, in place of Latin and Greek. Mr. Benson drew his experiences from a single school, and that the most conservative in all England, and his experiences were mainly founded on these. "Fourth Form" takes a much wider range. He is, indeed, an acting master in a public school, and teaches, or has taught, a form in the lower division of the school; but he has inspected other English schools and has studied on the spot the educational systems of Germany, Switzerland, and Italy. His prophecy is of no private interpretation, and, if the name of his school were revealed it would not affect his arguments. Most of the problems that face the secondary teacher of to-day are discussed, and everywhere the author shows independent thought, balanced judgment, and literary skill. Where so much is original and attractive, it is hard to pick and choose, but we may pass over those chapters that have appeared in our own columns and under "Schools and Scholars" in the *Morning Post*. Discussing what, for brief, we may call the Modern Side question, he points out that, in pitting ancient against modern learning a false issue is raised. The real distinction to draw in determining the curriculum is between boys who have linguistic and literary ability and those who have not. To turn boys who have failed in Latin and Greek on to French, German, and English is an absurdity.

Training is dealt with only in passing, but there is the shrewd observation that the stoutest opponents of training are young classical masters in the public schools. They have not learnt, like the wiser of the elders, the futility of traditional gerund grinding. They are, many of them, "virtuosi, men whose scholarship is valued as a second string to their athletics."

The Board of Education's scheme of Student Teachers is less severely criticized than we should have expected, but Mr. Lyttelton's commendation that he had found them a great convenience is quoted as a timely warning of the uses to which which they may be put.

"The head masters of our public schools are not as a whole a thoughtful race." The reason is that with their multifarious duties they have no time to think. They should still do some teaching, if only to get to learn their Sixth Forms; but their place is on the box, and it is no business of theirs to help to pull in the traces.

But neither the supervision of head masters, however competent, nor external examinations are a sufficient test of the goodness of a school, and we are driven to the conclusion that universal State inspection is inevitable. The great public schools are beginning to submit themselves voluntarily to inspection, and private, including preparatory, schools will have to fall into line on pain of extinction. Now that all the dust and passion raised by the Holmes Circular are laid, one

lesson remains which the Board of Education would do well to take to heart, that Inspectors must have served their apprenticeship in schools of the same class as those that they will be called upon to inspect. With this proviso there need be little fear of departmental tyranny and red tape. "There is plenty of scope for individuality with the limits of an organic system."

On the question of compulsory Greek it is not easy to find anything new to say, but the favourite dilemma of the Grecians is well met. To the clever boy who can win a scholarship in science or mathematics Little-go Greek presents no serious difficulty, but it interrupts his proper studies for the last six months of his school life and is an irritating nuisance. To the average boy with no turn for languages who is destined for the University it is a formidable barrier that can only be surmounted by years of dull plodding or by help of the crammer, and creates in him a distaste for all learning. The author, himself a classical scholar, believes in Greek, but, unlike Dr. Rouse and its extreme champions, he holds that Greek is strong enough in itself to need no artificial protection.

The place of Latin in our secondary schools is likewise discussed, and the touchstone applied to it is, Can we show a boy that Latin is a thing worth doing for itself? This is the weak point in Dr. Rouse's reformed method. Latin conversation is confessedly only a means to an end, and the boy cannot fail to ask himself, What good will it do me to be able to pass the time of day or order my dinner in Latin?

We had noted other topics as deserving special attention—the fetish of marks, the English essay, day schools v. boarding schools; but we have reached the end of our tether, and even in this brief résumé said enough to send our readers to the original.

The Case for Co-education. By CECIL GRANT and NORMAN HODGSON. (5s. net. Grant Richards.)

Mr. Cecil Grant has made himself, both by precept and example, a protagonist to the cause of co-education, and a treatise by him and a colleague, setting forth the first principles and the application, is bound to command attention. *Das ewig Weibliche* might have stood for a sub-title. The place of women in history, from primitive man down to women's suffrage, the physiology and psychology of the girl, the intellectual and moral effects of segregation and free intercourse with boys—all these topics are treated fully, if somewhat discursively, and with an unavoidable bias. When we read that in a mixed school the vicious propensities are diminished, perhaps in a single day, by a third, we cannot help discounting the author's prepossessions.

We have lately had occasion to discuss two definitions of education. Here is Mr. Grant's: "The aim of education is to assist, and not to thwart, the natural development of the physical, mental, and moral faculties, and of a will controlling them into conformity with God's will." We would only offer one criticism. "Natural" is what Bentham called a question-begging epithet. It meant one thing to the Stoics, who gave us as the rule of life "naturae convenienter vivere." It meant another thing to Rousseau (assuredly more deserving of refutation than the "grave and judicious Mr. Pellett," who occupies some seven pages), and it led him to his Emile and Sophie. It means a third thing to Mme Montessori, who "is offering us for the first time in the world's history a truly scientific" pedagogics. Whether Mme Montessori would endorse Mr. Grant's definition is another question. In the Case dei Bambini religion takes a back seat and is scarcely mentioned. With Mr. Grant it is the very mainspring of education, the *ultima ratio* to which appeal must be made to secure a child's obedience, the sanction that cannot for a single day be ignored. And without embarking on theology, or inquiring whether God and Nature are here synonymous, we may fairly ask whether man (the parent or the teacher) must not be looked upon as the god of the child, as in the proverb he is the god of the dog. Corporal punishment is stoutly maintained as the natural punishment for boys; that it

is unnatural in the case of girls is taken for granted, yet it was reckoned natural at Sparta, the completest example of co-education in ancient times, and as late as Ascham's days in England.

Where so much solid food is given it is perhaps greedy to ask for more: but the amount of space devoted to America seems to us disproportionate. Whether co-education in the States is in the ascendant or on the decline is a much vexed question on which we cannot enter: but Scotland, where it has obtained for centuries, not only in elementary schools; and Wales, where it is the rule in intermediate schools, concern us more nearly than the States, and of these countries there is not a word; and, to come even nearer home, Bedales, the only English school that can compare with Harpenden, is ignored. Of St. George's itself we would gladly have heard more. We are told—and we have no reason to disbelieve it—that boys and girls live together as a happy family of brothers and sisters, with profit to both the sexes, and that no difficulty arises, in discrimination for games and special subjects; but we should like to see the curricula, the time-tables, &c. "We attach no great value to statistics, and we have never collected any." Yet statistics are the very backbone of science; and the strongest point in Stanley Hall's attack on co-education is his argument from the infecundity of American women graduates, to which the best answer is Mrs. Sidgwick's statistics of Newnham students.

The general impression left upon us by the book is that Mr. Grant has proved his case so far as to show that a boarding school of boys and girls can be conducted with much advantage to the morals and character of both sexes and no apparent intellectual loss—and such educational experiments are invaluable; but he fails to convince us that schools like Harpenden could ever supersede our ancient public schools or become the model secondary school of the future. Arguments as to the equality of the sexes carry us a very little way. Co-education is much more a question of climate, race, and social conditions. What is "natural" to a northern people like the Scotch, or a primitive civilization like the Western States, is abhorrent to the Italian or the Frenchman. For children up to the age of twelve, and for youths and maidens over eighteen, co-education is, at least in theory, a *fait accompli*. For the intervening years we believe that separate schools will continue the rule, and for the cure of sexual abuses, which loom so largely in this volume, we look to the day school.

The Living Past: a Sketch of Western Progress. By F. S. MARVIN. (3s. 6d. net. Oxford University Press.)

To present in a volume of less than three hundred pages, even in the barest outline, the history of Western civilization from Eolithic man down to the age of democracy and of specialized science is a bold undertaking, and the author fairly pleads that the work must be judged as a whole, and not by the parts, each of which may be pronounced by the specialist perfunctory, inadequate, or faulty.

To appreciate the work we must accept the author's standpoint. He adopts Kant's conception of a universal history: "the growth of a world-community reconciling the freedom of individuals and of individual states with the accomplishment of a common aim for mankind as a whole." He holds with Tennyson that, "through the ages an increasing purpose runs," but, unlike Tennyson, he finds the *filum labyrinthi* the clue to progress, not in religion, but in science. Science is used in no narrow sense, and includes ethics, sociology, and economics; but "tools and the man," from the Celt and the Pyramids to the steam engine, is the main thread of the argument, and politics, literature, and art are secondary strands. It is a protest against the doctrine that history is politics in the making. "What popular history of Greece gives any account of the work of Archimedes, or even mentions Hipparchus?" Some of the most approved histories of England allude to Newton only as Master of the Mint. But Mr. Marvin is no evolutionary fatalist; man is ever a master of his fate. "Our moral judgment, though itself arising from an immemorial evolution, will and must at any moment rise superior

to the concrete result of the historical protest." Fundamental questions, the validity of our moral judgments, the relation of ethics to religion and the origins of religion are not touched on.

The main objection that will be taken to a History written on these lines is that it is one-sided and partial, no less than that of Bossuet, who finds the clue in a divinely inspired Church. According to Matthew Arnold, Hebraism and Hellenism are two contending forces in the reconciliation of which lives the hope of future progress; but here the faith of Judaea is dispatched in a sentence at the end of the chapter on the Early Empires as a spark that "did not break out or kindle the West until Greece and Rome had done their preliminary work." Christianity itself is hardly touched upon till we come to the Middle Ages, when it appears as a spiritual force that raised to a higher power the common humanity preached by the Stoics, a compelling passion that inspired Catholicism, eclipsed but not extinguished by Papal aggrandisement.

The author himself has, as we observed, anticipated and in part forestalled this objection. He neither denies nor seeks to minimize the force of religion, but he finds in science a more palpable and unbroken clue to history. His best reply to critics who would accuse him of irreligion is to point to the Envoi. As the high-water mark of civilization, the ripest fruit of the past ages of man, he points to the care and love of children. Like another whose name is barely mentioned, he takes a little child and sets him by us.

The book is provided with a full table of contents and a fairly full index, but we would suggest, as a useful addition, a chronological table. When the reckoning, as here, is mostly by millenniums, it is not easy to synchronize events or even always to fix the century.

The New Encyclopædia. Edited by H. C. O'NEILL.
(7s. 6d. net. Jack.)

The paper wrapper displays graphically the first and most obvious recommendation of "The New Encyclopædia": it is handy, portable, lies flat when open, and can be consulted without stirring from one's armchair by the fire. We need a new word for works which lie half-way between the dictionary and the cyclopædia. The Germans have their *Conversations-Lexikon*, but Messrs. Jack aim at giving in one volume what Myers & Brockhaus give in six or more. It is impossible for a reviewer to do more than sample such a work, and each must select his own subject or subjects as a test—in our case, Education. To the main heading two and a-half pages are devoted, and half of this space is rightly given to England. The turning points since 1870 are clearly indicated, but no mention is made of the Royal Commissions which preceded legislation. It is a mistake to compare French *collèges* with English public schools, as depending on their endowments and fees. It was Froebel, not Pestalozzi, who invented the word "Kindergarten." The weakest part of the article is the bibliography. It names only seven books, all in English, and Sonnenschein's is the only Cyclopædia named. "Universities" is a well compressed article, but we miss any reference to University Extension, and James Stuart is not thought worthy of inclusion. The Encyclopædia is strong in Science and well up to date, but Education is still struggling for a recognized place among the sciences, and it would be too much to expect that its technological terms, many of them fluid and in the making, should be recognized. We shall look in vain for such words as "Specialization," "Vocational," "Registration," "Training," "Direct Method," or "Modern Languages," "Domestic Science," "Handicraft," or "Manual Work." Under "Biographies" Thomas Arnold has four lines, Matthew Arnold thirty-four; Comenius and Thring have each five lines; Mulcaster, Ratich, and Vivès are omitted; and among living educationists we miss W. Rein, H. M. Butler, J. Dewey, Stanley Hall, and M. E. Sadler. This, as we confessed at starting, is a one-sided review; but, to sum up our general impression, it is a work that the teacher will care to possess as a most convenient book of reference. An English Encyclopædia of Education is still to seek.

The Demonstration School Record. No. II. Edited by J. J. FINDLAY. (Manchester University Press.)

The first volume explained the aims and objects of the Fielden Demonstration School and gave merely a few samples of the application. In the five years that have elapsed, the school has grown and developed and it has been closely connected with the

University by the establishment of a Seminar, which combines the staff with the University Faculty of Education. The second volume consists of two parts—essays on principles and accounts of the way in which these principles have been carried into practice, and of the tentative conclusions reached. It deals with every branch of a school curriculum from the age of five to fifteen, and touches on almost every phase of child life. "Nihil quod tetigit non ornavit" would be extravagant praise, but we can testify that there is not a chapter from the editor's introduction to the appendix on the Montessori Method from which even the experienced teacher may not glean something new and find matter for reflection. Among such a wealth and variety of matter it is not easy for a reviewer to pick and choose; but, under "Principles," we would point to the editor's essay on "Work and Motives for Working" as specially worthy of attention. Under "Applications" the account of the Montessori Method as treated in the Fielden School is singularly impartial and judicious. Full justice is done to the originality of the Dottoressa in insisting on the training of the child as an individual without interfering with his spontaneity and freedom of action. In the kindergarten the gardener has played too large a part, and the Fielden infants have profited by the daily free hour allotted to play with the Montessori apparatus. But the limitations of the system are no less clearly pointed out. It may supplement, but can never supersede, the Froebelian kindergarten. A well timed protest is entered against the attempt to exploit the system as though it were a new gospel and to patent the apparatus as though it were a quack medicine.

Practical Suggestions on the Direct Method of Teaching Latin. By R. B. APPLETON. (2s. net. W. Heffer.)

Mr. Appleton is Classical Master at the Perse School, and he gives the results of his experience with pupils in their second and third year of Latin. Two cautions are wisely insisted on. Each teacher must work out his own salvation; the suggestions must not be taken for more than the word implies. The use of nothing but English in the lesson must not be made a fetish. The results, in the form of uncorrected compositions, are an impressive testimony to the Direct Method. The author fails to convince us that the full meaning of a Latin passage can be grasped or tested except by translation. In the typical example (Aen. II, 145 ff.), "miserescimus ultro" is paraphrased "sponte nostra, nullo cogente." "Even," or "actually" in a translation would have shown that a boy had grasped the exact force of the word. So "ediscere" = "dic," and "fas" = "licet."

"Florian's French Grammatical Readers."—*L'Homme à l'Oreille Cassée.* Par EDMOND ABOUT. Edited by A. R. FLORIAN. (1s. 6d. Rivingtons.)

The object of this Series is to combine a reader, a grammar, and a composition book. That grammar should be ancillary to reading all are now agreed, and in the first stages it may be well to teach accidence by a text written for the purpose; but we do not see the advantage of tacking, as here, a lesson on the syntax of the definite article and the feminines of adjectives on to a page of About. By the time that the pupil has reached the stage for reading a French novel he should possess a grammar and a dictionary, if only the small Larousse. The reading, if not the grammar, must suffer by this intercalation. Take the first page of "L'Homme." If he trusts to the vocabulary (there are no notes), the pupil will translate "Léon Renault represented an average man, fair, *rondelet* [not in the vocabulary], and well built . . . A very white neck settled (or cut short) *tranchait*, with his face reddened by the sunburn?" Who were Greuze and Humboldt he must discover for himself.

Grillparzer's Libussa. Edited by GEORGE O. CURME. (3s. net. Oxford University Press.)

This little known posthumous tragedy of Grillparzer serves Prof. Curme as a peg whereon to hang an admirable study of the Austrian dramatist, his life and his works. The play has approved itself by long experience as well adapted for reading in class, but, we take it, rather to the University than schools. It is a beautiful play, fired with lyric warmth and touching the deepest philosophy of life; but it is more subtle and more remote than "Die Ahnfrau," and would appeal only to an advanced highest set in a school. Libussa is an Undine, but the supernatural elements of the legend are eliminated, and she serves only as the type of an ethereal nature, struggling to adapt itself to earthly conditions, to serve humanity, and yet live apart.

A First German Prose Composition. By F. W. WILSON. (1s. 6d. Edward Arnold.)

The plan of this composition book is novel. An English passage of some dozen lines is given, with which the pupil must first familiarize himself; he then turns to the corresponding German exercise, which consists of questions on the subject of the English and a vocabulary of the words required to answer them. Thus, to

"A gentleman had wounded himself slightly; in his fright, he at once sent for the doctor," corresponds "Hatte sich der Herr leicht oder schwer verwundet? Nach wem schickte er in seiner Angst sofort? (der Arzt)." When he has thus thoroughly mastered the vocabulary he is set lastly to the composition. We take it that Mr. Wilson has tried the plan with success on his own pupils at Clifton College, and, though it will be condemned as a rank heresy by the New Methodists, it has much to commend it, and Mr. Wilson has presented it in an attractive form. The passages chosen are interesting, of about the right difficulty for a second or third year in German, and just the right amount of help is given in the way of hints.

Eight Little French Plays for Children. By MADAME DE ISAAC DAVIES. (1s. Cardiff: J. B. Dyer.)

These can hardly be called plays. They are short scenes or dialogues, each of which could be acted in five or ten minutes—a tea-party, a birthday, a game of romps, &c. They are simply written by an experienced teacher, and provide for small children a pleasant interlude or variation on the regular classwork.

The British Empire Universities Modern English Illustrated Dictionary. Latest Edition. Edited by EDWARD D. PRICE and H. THURSTON PECK. (£1. The Syndicate Publishing Company.)

The portentous title of this Dictionary belies the format, which leaves nothing to desire for portability and elegance. The volume might be mistaken for a University edition de luxe of the Bible. We are not informed what previous editions of the Dictionary have appeared, and in the learned monograph of Dr. Foster Watson on "The Origin and History of Dictionaries" no mention is made of any; but, as the names of the monographists appear on the title-page, we may take it that this is the distinguishing feature of the latest edition. The monographs in themselves are all worth reading, but we confess that they seem to us irrelevant to a dictionary which is strictly modern and does not include Chaucerian or even Shakespearean words. Thus, Prof. Quiller-Couch treats in ten pages "Great English Writers," and Prof. Saintsbury expounds his idiosyncratic theories of English metre. A cursory inspection of the Dictionary proper reveals many lacunæ. Four of the words we have used in this notice, without malice prepense, are (if we count the last as a compound) missing. Only three words are given beginning with "irre-"; in Stormonth there are over fifty. We have no quarrel with the omission of compounds where the meaning is clear. No one wants "dog-collar" or "dog-kennel," but "dog's ear" is another matter. Whether derivations should be included is an arguable matter, but in assigning meanings the origins should certainly be followed or at least indicated. Without this, the various meanings of "livery" are simply a medley, and the Dictionary is not, as Sir James Yoxall desiderates, an educational factor. In our own subject the reader will miss any explanation of "secondary education," "public school," "pupil teacher." An excellent feature is the glossaries of technical terms, mostly sports and games, such as cricket, golf, aviation—by specialists. (Why should the "gauge" of an automobile be spelt "guage"?) The illustrations are well engraved, and will doubtless add to the popularity of the work, but they make no pretence to science—stamps, shoes, races of the world. Some are simply picturesque: a village church and "an up-to-date barn," which is nothing but an ordinary cattle-shed.

A Phonetic Dictionary of the English Language. By HERMANN MICHAELIS and DANIEL JONES. (In paper covers, 6s.; in boards, 7s. Berlin: Carl Meyer.)

This dictionary will prove a godsend to foreign students of English, providing them with the same aid for English that Herr Michaelis and Paul Pepys have furnished for French. The ordinary English dictionaries, even when they profess to give the pronunciation, are generally inadequate or unreliable. The name of Mr. Daniel Jones is a sufficient warrant of accuracy, and Prof. Walter Rippmann and Mr. Noel-Armfield have given it their imprimatur. As a matter of convenience we should have preferred the arrangement by ordinary spelling, with the phonetic transcript to follow each word. It is for reading far more often than for conversation that it will be consulted, and it will take a little time to get accustomed to the phonetic order of letters. Proper names are wisely included, but we miss Raleigh, Quiller-Couch, Baden Powell, Gower (often mispronounced by natives), and Cowper, the poet, who rimed his name with "trooper," as did the noble lord. Eugenics is another vexed word that we fail to find.

Composition from English Models. Book II. By E. J. KENNY. (1s. 6d. Edward Arnold.)

To teach composition by imitation is a method recommended from the days of Quintilian and earlier, but most teachers of rhetoric have contented themselves with generalities like Horace's "Vos Exemplaria Graeca," and the difficulty lies in the application. Mr.

Kenny has provided schoolmasters with a series of definite exercises. Some seventy passages from standard authors are selected as models. The notes appended to each direct the pupil's attention to the vocabulary, the arrangement of sentences, and the distinctive qualities of style, and he is then required to reproduce or paraphrase portions, and, lastly, to compose an essay on some cognate subject. The plan is well conceived and, on the whole, well carried out. The exercises might have been better arranged in order of difficulty. For instance, Elia's "Discovery of Roast Pork" is not a good model of narrative for beginners, who will not appreciate the subtle humour or be capable of applying it to the edible potato. Certainly warning notes should have been added. The models themselves are not always faultless and often their peculiar qualities are beyond the reach of the young composer. Thus, in the second passage from Froude, he needs to be warned against the use of exclamations and rhetorical questions in a narrative—warned also that even the youngest should verify his quotations. So, too, in the extract from "The Heroes," by Kingsley, he is rightly called upon to admire the skilful use of "ands," but he needs no less a caution not to link his sentences like bird's eggs on a string of "ands."

The Teaching of English Literature in Secondary Schools.

By R. S. BATE. (2s. 6d. net. G. Bell.)

"A Teacher's Companion to English Literature" would more accurately express the scope of this book. Mr. Bate, himself a classical scholar, lays down at starting that a knowledge of Latin and Greek is one of several notes of an educated man, but a man who is ignorant of his native literature writes himself down an ignoramus. Assuming that English literature is an integral part of the curriculum, he proceeds to sketch in outline a preparatory course for the lower school and a full course of reading for the four last years of school life, with a running comment on the works selected and hints on the points to be attended to by the teacher. The books appear to us wisely chosen, and the ripest scholar will gain some new wrinkles. The number of the hours allotted is not indicated, but we do not think the course is practicable with a less allowance than four hours a week in school and the same allotment of time for home lessons. The scheme raises two fundamental questions, neither of which is here discussed. It follows strictly the chronological order, and the first works to be studied are Early English alliterative poems. Beowulf is read before Chaucer. Secondly, no attempt is made to correlate studies, and we are left in doubt whether language (Anglo-Saxon and Early English) is to form part of the literature lessons. We would commend an introductory chapter on rhythm and metre, with its protest against scanning English like Latin verse; but the author's analysis of specimens seems inconsistent with his theory. The comments on authors are, as we said, most suggestive, all the more so because they are often in the form of interrogations. From some, as is natural, we dissent. Thus, as against the depreciatory remarks on Scott's prose style—"slipshod and even vulgar . . . journalistic phrases and much bad grammar as well"—should be set the study of Scott in Verrall's posthumous volumes.

The Story of the World. A Simple History for Boys and Girls.

By ELIZABETH O'NEILL. (7s. 6d. net. Jack.)

In her nursery "History of England," Miss O'Neill showed that she possessed the rare power of interesting children in genuine history—the pearls, not the mock pearls. In this larger and far more ambitious work she promises Doris, to whom it is dedicated, that all the stories she will read are true stories. We are not sure that this restriction is wise. In a sense, poetry is truer than history, and the best way of representing to a child "the glory that was Greece and the grandeur that was Rome" is to tell him the tale of Troy and the lay of Horatius. Nor is the author quite consistent. Abraham marches into Egypt "drest in a bright scarlet robe," and Sarah has a son when over ninety and dies in her hundred and eighth year. The fiery cross of Constantine wins the battle for the Christians. The first chapter on prehistoric man might well have been omitted. We are still in the age of conjecture, and the discovery of a new skull might any day upset existing theories. To tell a child that many learned men now believe that men are descended from monkeys is, to say the least, misleading. These are small flaws and do not affect our high estimate of the work as a whole. The canvas is not crowded with names or dates, the salient points are seized, and due proportion between the various eras is well observed. Nor are we greatly scandalized by the omission of what we may call the Saharas of history, such as the Chinese Empire (disposed of in a page), or of any allusion to Crete under Greek civilization. We do, however, regret that so little is said of trade and commerce as they affect national history and of the eternal struggle between capital and labour. The volume is profusely illustrated from authentic sources. The full-page plates are

well chosen and some of them beautiful, as the frontispiece from Pompeii wall paintings and the battle-piece by a Japanese artist. The insets in black and white are richly reproduced. The portraits—for instance, of Alcibiades and of Pope Hildebrand—are almost caricatures.

Textbook of Physics. By H. E. HURST, M.A., B.Sc., and R. L. LATTEY, M.A., B.Sc. Vol. I: *Dynamics; Heat.* (205 pp. 3s. 6d. net.) Vol. II: *Sound; Light.* (177 pp. 3s. 6d. net.) Vol. III: *Magnetism; Statical Electricity; Current Electricity.* (258 pp. 4s. net.) (Constable.)

These three little volumes provide a systematic course of study in which the whole range of elementary physics, both theoretical and practical, is treated in accordance with the requirements of such examinations as London Matriculation and Intermediate Science. The work throughout is treated from an experimental point of view, and its most useful feature lies in the prominence given to worked examples based upon the results of actual measurements. Mathematical proofs of the various formulæ employed are expressed without undue complication, being illustrated wherever possible by carefully drawn illustrations. The diagrams of apparatus are of just the kind which the student should be encouraged to draw in his notes and practical work—clear line drawings of the instruments which are most commonly in use. A large collection of examination questions has been compiled, the source and date being appended in every case, and these are appropriately distributed under the subjects of each chapter. Any one of the volumes would form a complete course in itself, but all three are correlated by a system of cross references to the different sections, and could be used together with great advantage. An extraordinary oversight has marred the utility of the indexes. Each volume is paged consecutively, while its index has evidently been prepared on the assumption that the paging recommences with each section. Otherwise no errors have been detected, and the work, which has been well written in concise and simple language, has evidently been carefully corrected in the proofs. As a textbook for the advanced classes of schools and the first-year college courses, it deserves to be widely used.

The Wonders of Modern Electricity. By CHARLES R. GIBSON. (2s. Seeley.)

This is a somewhat abbreviated edition of the author's "Romance of Modern Electricity," an admirable popular introduction to the science, as we pointed out at the time of its appearance.

Insect Life: Its Why and Wherefore. By HUBERT G. STANLEY. (2s. 6d. net. Pitman.)

This book is designed primarily for the farmer, the gardener, and the housewife; but it might be usefully employed in rural schools. It gives in untechnical language the history of common pests, such as the house-fly, the wire-worm, and the blight-fly, and suggests the best means for their extirpation.

(1) *Twelve Boys on a Trawler*; (2) *A Week on the Eddystone*; (3) *Life on a Lightship* By ARTHUR O. COOKE. (Each 1s. 6d. Frowde and Hodder.)

Mr. Cooke has himself trawled, kept the watches on the Eddystone, noted on board the "Gull" the ships that passed in the night. He is a keen observer and a clear expositor. The volumes are well illustrated.

(1) *Some Curious Insects*; (2) *Butterflies and Moths*; (3) *Beetles and Flies*; (4) *Spiders and Scorpions*; (5) *Insect Life in Pond and Stream.* By F. MARTIN DUNCAN and L. T. DUNCAN. (6) *A Little Book about Rocks.* By ANNIE REID. (Each 1s. Frowde and Hodder.)

These pretty little books of natural history are copiously illustrated with bright coloured plates and well drawn woodcuts. They make no pretence at science, but, by picking out the wonders of common objects, excite curiosity and interest, which, as the psychologists teach us, is the beginning of knowledge.

A Day in the Moon. By the Abbé MOREUX. (3s. 6d. net. Hutchinson.)

The Director of the Observatory at Bourges is in the first rank of astronomers, and he has at the same time the gift of popular exposition. There is a suspicion of claptrap in the title which suggests Jules Verne, and it is only "in the mind's eye" that we pass dryshod over seas, leap crevasses forty feet at a stride, and drop rocks weighing a hundredweight down craters like pebbles into a well, in a lunar day—that is, some three hundred hours. The Abbé invents nothing, tells only what he has seen, and draws the inevitable deductions. The effect of the moon on the weather, on vegetable and animal life, are still a *terra incognita*, and here the author reminds his fellow astronomers not to dismiss all superstitions and folklores as old wives' fables. There are more things in heaven and earth than the telescope can reveal. The numerous photographs are

admirably reproduced, and the anonymous translator deserves a word of credit.

The Layman's Old Testament. Edited by M. G. GLAZEBROOK. (4s. 6d.; in two parts, each 2s. 6d. Oxford University Press.)

Canon Glazebrook has attempted to supply the need of the plain man who desires to read the Bible of the Hebrews as a continuous whole, arranged in chronological order, with no commentary and only occasional foot-notes. With this object he has omitted five books—Leviticus, Chronicles, Esther, Lamentations, and the Song of Solomon, and added portions of three apocryphal books—Ecclesiasticus, the Wisdom of Solomon, and the First Book of Maccabees. The text is framed on the Revised Version, but the marginal renderings, in the many cases where they are clearly right and the old text wrong, have been adopted. This part of the work is well done, and rapid readers will appreciate the change. As to the omissions, we do not feel so certain. We regret the absence of that charming rustic idyll, the Song of Solomon, and, more than that, the expurgations in the earlier books. We are not referring to the omission of genealogies or the softening of coarse words; but why should the Song of Lamech, the institution of circumcision, the sin of Onan and of the men of Sodom, the duration of the Flood, Methuselah with his 969 years, and the mysterious Melchizedek go by the board? It is an Old Testament for laymen, not for schoolboys, and they do not want, like Lamartine, a Bible *abrégée et épurée*. The Maccabees is valuable as filling a gap in Jewish history, but it can hardly count as one of the Sacred Books. The historical order, with the Prophets in their right place, is a distinct gain, and it might have been carried further by separating the pre-exilic and post-exilic Psalms. The maps at the end are original and a valuable addition.

Old Testament Stories. Told by THEODORA WILSON-WILSON. Illustrated by ARTHUR A. DIXON. (1s. 6d. Blackie.)

In our last number Bible-teaching in schools was treated at length by Mr. Cradock-Watson. Much that he there says applies to the nursery; in particular, the principle that no child must be taught as true what he will later on learn to be not true. This does not exclude sacred myths, but it does prescribe the way of telling them. The child of five or under will be sure to ask, Did God really walk and talk in the Garden? Did He tell Abraham to kill his son? Did Adam live to be nine hundred and thirty? Did the Ark hold every sort of animal? How would the story-teller answer such questions?

The Bible To-day. By BERTRAM POLLOCK, C.V.O., D.D., Bishop of Norwich. (2s. 6d. Murray.)

The Bishop of Norwich has done well to publish the second part of his primary visitation charge, delivered to his Diocese in 1912. The theme of it is, as he claims, one that commands permanent interest, and must appeal to all alike. What is the place and claim of the Bible to-day upon the minds and hearts of loyal Christians? What difference has criticism made, and how far must its results modify our attitude towards the Scriptures of the Old and New Testaments? The Bishop proceeds to discuss the questions raised in a plain, straightforward and sensible way, and what he says will be a real help to the average layman, and to many of the clergy as well. The new methods of approaching the Biblical records are skilfully and wisely set forth, and it is shown how little real loss is involved. The Bishop justly says: "The New Testament is truly not out of date, nor the Old Testament either; we cannot afford to discard the history, which God directed, of a nation that in its progressive development shewed such an extraordinary instinct for righteousness, fighting its way to a high moral ideal. The spirit of practical righteousness was in the Jewish race so strong that even their legends have a significance which the legends of no other religion possess. And the power of the lesson is enhanced because it comes before us in a history, and is taught in a concrete and not a speculative shape, constantly illustrated by individual lives and characters." While the book does not attempt to set forth any new or original results, it makes a real contribution in showing how the results of criticism can be profitably assimilated by the average intelligent Christian. Among the questions dealt with are the formation of the Canon, the relation of Christ to the Old Testament, the Synoptic Problem, Miracles, the Virgin Birth; and these are discussed wisely and well, and with the spiritual needs of the present day constantly in view. Altogether this is a book which ought to appeal strongly to the average intelligent layman.

Half and Half Tragedy. By ASCOTT R. HOPE. (5s. net. Black.)

In his preface Mr. Ascott Hope lets us behind the scenes, and confesses the increasing difficulty a writer finds in inventing a title that shall fitly describe a volume of short stories. "Cap and Gown Comedy" was an inspiration, but how to find a title to match a companion volume dealing with the more sombre side of school life? The one chosen is perhaps better than any of the rejected alternatives, but it does not suit the first story, a whole tragedy

none the less pathetic because the nexus of the plot dates back to school days. On the other hand, the third story, evidently founded on Mafeking Day at Haileybury, has nothing tragic about it, unless a general caning can count as such. It would be a rash inference, as the author warns us, to infer that Ascott Hope was ever connected with Haileybury, and one of the merits of the book is that it is not, like most recent school novels, a blurred photograph. But, though we cannot "spot" his school, we would lay the odds that he was a home boy at one or more academies north of the Tweed. The longest of the stories, "An Old Friend," is a reminiscence of school life in an academy on the East Coast, veracious as Galt's "Annals," brimming over with genial humour as a Waverley novel, and showing as intimate knowledge of boy psychology as R. L. Stevenson's "Lantern-bearers." There is plenty of rollicking fun, and more than one of the characters is "what nursemaids call a limb"; but, though Ascott Hope relishes a joke as keenly as any schoolboy and never moralizes, he shows clearly that his sympathies are on the side of decency and order, and his comedy never degenerates into buffoonery or pantomime. "Miss Humpty-Dumpty," the delicate crippled old lady, who plays the maiden aunt to the younger boys of a public school, entering into their sports and helping lame dogs over stiles, is an exquisite miniature and a true "Half and Half Tragedy."

A Child's Book of Empire. By ALICE TALWIN MORRIS. Illustrated by CHARLES ROBINSON. (2s. 6d. Blackie.)

A small boy and girl travel round the world, beginning with Canada and ending up with the West Indies, in the company of their father, who is, among other things, a sportsman and a naturalist. The girl records all she sees, and what she is told by her father, in simple, straightforward language. There is no playing to the gallery in the way of light comedy or hairbreadth adventures; but, on the other hand, there is no attempt to interlard a geography or history lesson. It is a pity that the fiction of the two children is not kept up to the end. The pictures are bold and striking.

Pioneers of Empire and Pioneers in Tropical America.

By SIR HARRY JOHNSTON. (6s. Blackie.)

Sir Harry Johnston is at home in most quarters of the globe; he is at once a geographer, an anthropologist, and a natural historian, and he has the pen of a ready writer. In the present volume his chief authority is the volumes of the Hakluyt Society, which he has followed closely in his account of the discoveries of Drake and Raleigh. The first chapter is the most original, dealing with the geology, anthropology, flora, and fauna of South America. The coloured plates are spirited, but somewhat fanciful; but the black-and-white illustrations are really instructive, and there are two good maps. We should have liked an index.

Michael Fairless: Life and Writings. By W. SCOTT PALMER and A. M. HAGGARD. (2s. 6d. net. Duckworth.)

"Only one thing," says Mrs. Haggard, "would have made Michael Fairless more vexed than the publication of the truth about her, and that thing would have been the publication of untruth. So many garbled statements, inaccurate assertions, and pure fictions have appeared about her that it is time for uncertainty to be dispelled." Hence this little volume, written with such sympathy and restraint that no one can regret its publication or feel anything but grateful for learning more of so unique and striking a personality. Those who have not read will assuredly now read "The Road Maker," and those to whom it is familiar will reperuse it with renewed interest.

"Great Achievement Series."—*Heroes of European Nations.*

By A. R. HOPE MONCRIEFF. (2s. 6d. Blackie.)

The title is a misnomer, for the volume is really a series of rapid historical sketches ranging from the seventh century B.C. down to the Battle of Waterloo. If any one were asked to draw up a list of "heroes," it is safe to predict that it would not contain half of the fifty names mentioned in Mr. Moncrieff's Contents. Lycurgus, Solon, Pyrrhus, Nero, Conradin, Philip II, and Washington would pretty surely be absent. The Maid of Orleans seems to have gone astray from the volume announced to follow of "Heroines." The book is assuredly misnamed, but none the less we can heartily commend the simple, straightforward style in which Mr. Moncrieff relates the critical moments of European history.

The Great Victorian Age for Children. By M. B. SYNGE. New edition. Illustrated by FRANK GILLET. (Frowde and Hodder.)

We welcome a new edition of this history, not for children, since it is mainly political, but rather for the middle classes of schools. The narrative is clear and straightforward, but its chief merit, in our eyes, is that it is free from all party bias. We defy the reader to tell from internal evidence whether the author is Liberal or Conservative, a Free Trader or Tariff Reformer, a Unionist or Home Ruler.

When Duty Calls, or Danger. Records of Courage and Adventure for Girls. By various writers. Edited by ALFRED H. MILES. (5s. Stanley Paul.)

These stories are a pleasing variation on the usual type—what we might call the "Othello to Desdemona Tales." Most of these are homely and the courage is displayed in self-denial or altruism. We cannot agree with the editor that courage is always moral. The Nihilist may show courage no less than the Christian martyr, but it is well to impress on girls, and boys for that matter, that it may need no less courage to defy Mrs. Grundy than to lead a forlorn hope.

Godmother's Stories. By Mrs. H. F. HALL. (Nutt.)

The author of "The One Strand River" is the Mme d'Aulnoy of our day. She has produced a new and original fairy book. Taking familiar nursery rimes, such as "Curly-locks" and "Cross-patch," for her texts, she spins round each a romance of witches and warlocks, werewolves and hobgoblins, mermaids and sleeping beauties. She has the incommunicable gift of the born storyteller, and we prophesy that the Andrew Lang of the next century will be found drawing from her treasure house.

Tramp round the Mountains of the Moon. By T. BROADWOOD JOHNSON. (5s. Fisher Unwin.)

The story of Mr. Johnson's travels and missionary work in the kingdom of Toro is of more than temporary interest, and we are glad to have it in a cheap edition. His testimony on the Congo question is specially valuable as it bears on its face the mark of strict impartiality. In his view it is the Belgian Government—not its officials—that was responsible for the worse than Egyptian bondage, and since he wrote the Pharaoh has happily departed.

The Tempest. Edited by FRANK JONES. (1s. Mills & Boon.)

The preface is an apology for a new school edition. Mr. Jones holds, as do most teachers to-day, that "the play's the thing," and that most notes are no less interruptions than the observations of our neighbours when we are seeing a play. For a first reading we must put the pupil as far as possible in the position of a spectator. But he also holds that, on a second or third reading, the teacher must see that the pupil understands every sentence, phrase, word, and allusion. Where he differs from previous annotators is in leaving the pupil to solve all difficulties within his grasp, only directing his attention to them by judicious questions. Our only criticism on these is there are too many on grammar. With some of the scansion in Appendix IV we cannot agree:

"Dáshes | the fire | out. O' | I háve | súffered."

Surely "fire" is a dissyllable.

All Men are Ghosts. By L. P. JACKS.

(5s. net. Williams & Norgate.)

"Mad Shepherds" revealed the Editor of the *Hibbert Journal* in a new and unexpected aspect, and these "Chips from a Theologian's Workshop" are not less delightful. His ghosts are not those who squeaked and gibbered in the streets of Rome nor the Poltergeists of the Psychical Research Society, but the stuff that dreams are made on; only with him the dreams are the reality and our waking life the phantasm. This theme is embodied with rare imaginative power in the first story, "Panhandle's Haunted House," and in "The Hole in the Water-skin: a new Arabian Night." The other stories are slighter, but to our taste the gem of the book is "Farmer Jeremy." It is a study of the *ancien régime*, as true to the life as Tennyson's "Northern Farmer," and with more of true humour.

Lords' Men of Littlebourne. By JAMES CHAPMAN ANDREWS. (1s. 3d. Harrap.)

A spirited story of villain life in the fourteenth century. It is, perhaps, too remote in time and archaic in diction to attract the human boy, but it would serve well as a reader for a class studying this period in English history.

"Tales for Children from Many Lands." Edited by F. C. TILNEY. (1s. 6d. net per volume. Dent.)

These volumes of standard classics adapted for children are attractive in form and the type is large and clear. Of the two before us *Gulliver's Travels* gives the adventures in Lilliput and Brobdingnag, and it is illustrated by Arthur Rackham, whom it would be an impertinence to praise. *Fables of La Fontaine* is a prose version of the fables not borrowed from previous fabulists. We are not among those who "look askance at any prose version of poetry"; but, in the case of La Fontaine, we do hold that the form is everything—"you seize the flower, the bloom is fled"—and this *hortus siccus* will not appeal to children. Take the second fable, "The Hare and the Partridge": "A pack of hounds making an onset obliged the hare to seek refuge. . . . Towler, philosophizing, concluded that the scent came from his hare." What will children make of it?

Evolution and Empire. By J. W. GRAHAM. (2s. 6d. net. Headley.)

This may be called a companion volume to Norman Angell's "The Great Illusion." Both books are pleas for peace, and the economic arguments proceed on the same, though wholly independent, lines; but Mr. Graham takes a wider view, and his main argument is socialistic and moral. He vigorously combats the pseudo-Darwinian theory of the survival of the strongest, and shows, as J. R. Seeley showed before him, that the British Empire was founded in trade, and that its justification is the security of trade and commerce, and not of English trade alone. Mr. Graham is no sentimentalist or dreamer like Tolstoy. His premises are the facts of history, and he appeals solely to reason. His logic is clear and his style attractive.

The Facts about Shakespeare. By W. A. NEILSON and A. H. THORNDIKE. (1s. 6d. Macmillan.)

Of books about Shakespeare there is no end, but there was still need for this last volume of the Tudor Shakespeare by two American professors: a pocket cyclopædia of Shakespeare learning. In the space of some three hundred pages almost every question concerning life, traditions, order of the plays, development of art and thought, the Elizabethan stage and playwrights, text and authenticity is touched upon, and appendixes give important documents, such as the Will, and full bibliographies under various headings. When we add that the cyclopædia has high literary merits, and is anything but a collection of dry facts, we have said enough to send our readers to the book itself.

The Chisholm Readers. Book I, 10d.; Book II, 1s.; Book III, 1s. 3d.; Book IV, 1s. 4d. (T. C. & E. C. Jack.)

Given this series as an inducement, children, without the aid of Dr. Montessori's sand-paper letters or Prof. Rippmann's simplified spelling, would quickly learn to read. The pretty pictures would first attract them, and they would soon be spelling out for themselves "This is the way we wash our clothes" and "It is a purse," said Jack, and Book I is all "full of gold pieces." The books are well graduated, and Miss Chisholm has a keen *flair* for children's tastes, though we cannot approve equally all her selections. Some of the Greek myths here given have been better told elsewhere; Browning's "Pied Piper" loses most of its charm in prose. The illustrations, by various artists, are not all so good as in Book I: the Perseus in the Andromeda picture looks as if he was bound to the rock and afraid of the sea monster. Why are not the authors of the extracts always mentioned?

The Song Garland. A Collection of One-, Two-, and Three-part Songs for Girls of High-school Grade. Compiled by JULES S. JOANNES. (6s. Macmillan.)

This is a collection of over eighty songs for schoolgirls. It is a somewhat mixed assortment, but many classics will be found among others less worthy of a place. We do not altogether approve of some of the "arrangements." Schubert's "Serenade," for instance, is spoiled by the three-part arrangement. Cherubini appears only in some canons without words, but his two-part "Solitario bosco ombroso" and others might well have been included along with some of Blangini's nocturnes, which are very melodious and well suited for the purpose of the book. This can hardly be said of Cornelius's "Ein Ton," which needs finished and matured singing. We cannot think the compiler altogether happy in his selection.

Children's Singing Games. Words by LETTICE THOMSON; music by ALBAN DOBSON, B.A. (1s. 6d. H. Marshall.)

There is nothing very distinctive about these songs. It may be for the sake of simplicity that there is such frequent repetition in the melodies, but the result is very monotonous. There is also a lack of dramatic effect; thus the music for "the thunderstorm" bears a close resemblance to that for "the doll's lullaby." "Bedtime" is perhaps the most attractive of the songs, though it sounds as if it had only just escaped being a hymn-tune.

"Days with the Great Composers."—Vol. III: *Mozart, Schumann, Tchaikovsky*. (3s. 6d. net. Hodder & Stoughton.)

For those too young for serious and lengthy biographies, these "Days" give a wonderful amount of biographical detail in a very palatable form. They are vivid and interesting, and keep as near to fact as possible, and are surely better reading than much of the fiction written for the same age. The pictures are attractive, especially "Mozart at his Piano" and "The Two Grenadiers."

"Nursery Rime Series." With Illustrations by H. WILLEBECK LE MAIR. (1) *Grannie's*, (2) *Mother's*, (3) *Auntie's*, (4) *Nursie's Little Rime Book*. (Each 1s. net. Augener.)

It is good to have again in an attractive form the old nursery favourites. Miss Le Mair's illustrations are dainty and delicate, but we fancy the infant will require something more realistic and more nearly corresponding with the text. In "Goosey gander"

he will ask "Where's the naughty old man?"; in "Twinkle, twinkle," "Where's the star?"

Masterpieces of Music. (1s. 6d. net each vol. Jack.)

We are glad to note two more of this series—Weber and Rubinstein. The latter is naturally a more interesting personality, but both books maintain the level of scholarly treatment adopted in the previous volumes.

The Scout's Book of Birds. By OLIVER G. PIKE, F.Z.S. (2s. 6d. net. Jarrold.)

A well written book, full of the interest which comes from the relation of personal experience. The photographic illustrations are unusually good.

Mayall's Ink Powders.

Some time ago Messrs. Mayall sent us samples of their various Ink Powders, and we have given them an extended trial. The black ink is very satisfactory, and the coloured inks have a brilliant hue. All dissolve readily in cold water, and the claim that they can be washed completely out of clothing is no exaggeration.

ANNUALS.

Hazell's Annual, 1914. (3s. 6d. net.)

The distinctive feature of this, the twenty-ninth, year of issue is an elaborate article on the Balkan States, contributed by a very distinguished military historian (it is not hard to guess his name). It occupies sixteen pages, not including a very clear two-page map. The statement that the Index contains some ten thousand references will give some notion of the comprehensiveness of the work; and, as far as we have been able to check them, all statements have been brought up to date. It may seem ungracious to notice the one fly, or rather a midge, that we have detected in the ointment, but we can discover no reference to the Registration of Teachers.

Whitaker's Almanack, 1914. (Paper cover, 1s.; half-bound, 2s. 6d.)

All will remember the story of the witty bishop who "took in" a whole class of children by asking what was the book that he consulted every day of his life. The bishop's answer was "Bradshaw," and our answer to the same question would be "Whitaker." Under our own special subject we find this year a summary of the educational systems of the world, and an excellent article by Mr. W. A. Evans on "Secondary Education in the United Kingdom."

The Englishwoman's Yearbook and Directory, 1914. (2s. 6d. net. A. & C. Black.)

This annual, now in the thirty-third year of its publication, takes all women for its province, and embraces every phase of woman's activity, from teaching down to Jiu-jitsu; but it deals mainly with professions for women, of which eighty-eight are described. Education, which, after all, is their leading profession, hardly gets its fair share. Under "Registration" the names of the women members of Council are not given, nor is there any information as to the steps to be taken to get registered. The Jaques-Dalcroze method, which has come to stay and already employs a number of woman teachers, deserved a paragraph. Miss Alice Woods resigned the Principalship of the Maria Grey College last June.

Libraries, Museums, and Art Galleries Yearbook, 1914. (Paul & Co.)

This fourth edition of Greenwood's "British Library Yearbook," has been revised and brought up to date by Mr. Alex J. Philip, the Curator of the Gravesend Public Library. The Editor apologizes for imperfections, due mainly to the neglect of librarians in sending in the returns asked for. This is a public duty, and the defaulters deserve to be placed on a black list. The work has been well done. The printing, or rather the paper, leaves something to be desired.

Who's Who, 1914. (15s. net.) *Who's Who Yearbook.* (1s. net.) (A. & C. Black.)

The fame of "Who's Who" *crescit occulto velut arbor aevo*. Each year it grows in bulk (the present volume by a hundred pages save one) and each year becomes more indispensable. As we have remarked in previous notices, it will be necessary for the editor to exercise his blue pencil more freely. Thus, the various communications of men of science to learned societies might well be curtailed or omitted and make place for a brief necrology, a bare list of entries omitted by reason of death. On a cursory examination we can discover very few missing names—Mr. Cloudesley Brereton; Mr. Clutton Brock, the art critic of the *Times*; Mr. Dent, the publisher; Mr. Loring, the Warden of Goldsmiths' College; and Mr. Frank Ritchie, Secretary to the Teachers' Registration Council. *Per contra*, we find most names of distinguished foreigners in whom Englishmen are interested—George Brandes and Anatole France. The "Yearbook" is a useful companion, enabling one to identify the member for Little Pedlington or the Chief Clerk of the Circumlocution Office.

GIFT BOOKS.

Macaulay's History of England. With illustrations. Vol. I. Edited by C. H. FIRTH. (10s. 6d. Macmillan.)—Lord Macaulay's great-nephew has recently shown us, both by precept and example, that a history, whatever its other claims, is bound to be also a literary work, and the present editor, an impartial witness, tells us that a close scrutiny of the History, while revealing some defects and errors, has increased rather than diminished his admiration. Let us hope that he will fulfil his intention and do for Macaulay what Prof. Bury has done for Gibbon, and give us an annotated edition to which this illustrated edition will serve as a prelude. To it we may apply with the change of a word the familiar Latin refrain,

"Cras leget qui nunquam legit, quique legit cras leget."

The frontispiece shows us Macaulay (from a daguerreotype) as the present reviewer was privileged to see him in his study at Holly Lodge. There is the somewhat idealized portrait by John Partridge, taken ten years earlier, and the caricature by Dicky Doyle, hitting off the "cocksuredness" that Sydney Smith envied. Aided by the best experts the editor has culled from the National Portrait and other galleries authentic portraits of the chief actors, and has searched the Sutherland Collection of the Bodleian containing nearly twenty thousand illustrations. We have besides maps and plans and specimens of the ballads and broadsides that formed one of Macaulay's chief authorities. These are admirably reproduced, though the three-colour process cannot do justice to the palette of Lely and Kneller. One warning to generous givers—the nephew or godson who is presented with the first volume will assuredly not rest content till he possesses the remaining five.

The Adventures of Akbar. By FLORA ANNIE STEEL. (6s. net. Heinemann.)—Orientals are precocious, yet there can be no question that this is, in the main, as Mrs. Steel asserts, a veracious story—that it is founded on the genuine history of Baby Akbar before he was five years old. King Huméyou, Queen Humede, and the rebel Prince Kumran are historical characters, and the cat, the dog, and the Rājput may have played their parts in the marvellous adventures which will captivate boys and girls when they get accustomed to the unfamiliar names. The book is illustrated in colours by Byam Shaw.

The Boy's Book of Battles. By ERIC WOOD. (3s. 6d. Cassell.)—The thirty battles here described range from Marathon to Tsushima. They include nearly all of Cressy's decisive battles of the world, but there are some hardly worthy of the name which would floor even adults if set in a general information paper—Damme, Caxamelca, Boyaca, the Eureka Stockade, Palermo. Mr. Wood knows how to tell a story, and his descriptions are graphic, with no attempt at fine writing. We think, however, that, even in a boy's book, some indication might have been given both of the strategy and the tactics and of the issues to show that battles mean more than hand-to-hand fighting. Boys may be interested in the "Nelson Touch" in the *Westminster Gazette* problem: "What would have happened if Napoleon had won Waterloo?" and without a plan Waterloo is mighty maze.

In the Days of Lionheart. By Wallace Gandy. (3s. 6d. net. Harrap.)—This is an excellent book for an intelligent boy or girl or any one. Mr. Gandy takes us back to the days of Cœur de Lion—bad old days, as we children of the larger historic growth have learned to style them, led by the judicious Stubbs. England enjoyed about six months of his society during ten years of little wars, and the tale of the aids, scutages, tallages, hideages, carnages, fourths of movables, and so on, are they not set down in the "Chronicles" to the accompaniment of groans from an over-taxed people, taxes from which they benefited nothing? But these things are in another bulkhead. Mr. Gandy takes us into the social life of the people of the Plantagenet days and shows us how schoolboys play, quarrel, study in languages other than their own by means of that powerful aid to learning, the birch. George-a-Green was a yeoman's son, but his father was a traitor to Henry II, and had his land forfeited to that monarch when his rebellion was discovered. Green was a Wackefielde man, the pound-keeper or pinder of that city, the hero of a play by Robert Greene, one round whom much romance circulates and who is a personage among the peasantry much as was Robin Hood. A manuscript describing his doughty deeds is still in Sion College; it may have been written during the Tudor period. Mr. Gandy relates how a small boy of nine, placed on the whipping-stool for correction, upset the master, took to his heels, and then began a roving life, finding board and lodging as he made himself serviceable. The thread of the story is slender, but the life of the peasantry, their meals and talk, the high value of money (5s. for a horse), the furniture of the house and table, a wattle and daub house which George helps to build,

Wakefield Fair and the rough-and-tumble justice of the Court of Pie Powder make interesting reading. Thus, Rick, the sausage maker, was compelled by the court to eat a sausage he had made of measly pig, and was then put into the pillory and whipped. Wakefield was famous for a cycle of mystery plays, and the Nativity is reproduced for us as George saw it. The shepherds are homely persons and bring gifts of a bob of cherries (surely these must have been preserved at Christmas), a bird, and a ball for the Bavin. Quite a good book for the holidays or for an inexpensive prize.

Beyond the Dragon Temple. By ROBERT HUDSON. (3s. 6d. Nelson.)—The story begins by introducing a band of friends of various nationalities and equally varied characters and circumstances, who, stumbling by chance on the victim of some Chinese cut-throats in the outskirts of San Francisco, are through his means launched on a wonderful adventure in search of the treasure of Prester John. They pass through endless dangers, sometimes helped by an old professor who goes with them and, being a Theosophist, has mysterious dealings with like-minded people in all parts of the world, and very much hindered by a Frenchman who considers the treasure his and does not stick at a trifle to get it. It is a thrilling story and well told; the deep throbbing vibration of the gong which recurs in special moments of danger adds a touch of weirdness to the tale. There are some effective coloured illustrations by Sheldon.

(1) *Jo Maxwell, Schoolgirl.* By LIZZIE C. REID. (2s. 6d.) (2) *Rosalys New School.* By ELSIE OXENHAM. (3s. 6d.) (Chambers.)—These are, as their titles show, stories chiefly of school life, with its ups and downs. Small jealousies and misunderstandings loom large for the moment, but, on the whole, the advantages outbalance the defects. Both Jo and Rosaly are generous hearted children, and girls will like to follow their fortunes. The first book is illustrated in black and white, the second in colour.

Jack Corvit, Patrol Leader. By V. R. NEUDICK. (2s. 6d. C. Arthur Pearson.)—A series of short stories of the doings of Jack Corvit, each illustrating an item of the Scout Law. Jack is a good sort of boy, and, considering how invariably he comes to the front, whether in the detection of fraud, saving horses from a burning farm, or a child from an accident, he is astonishingly modest. If all Scouts are trained to act up to their laws, they will be valuable members of society.

CORRESPONDENCE.

"LEEDS UNIVERSITY: A CRITICISM."

ELECTRICAL ENGINEERING DEPARTMENTS IN GERMAN AND ENGLISH UNIVERSITIES.

To the Editor of The Journal of Education.

SIR,—Whenever I return to England from a visit to technical high schools and Universities in Germany I find upon my mind four strong and somewhat discordant impressions. First, in regard to the programs and equipment of the technical high schools, what is offered in Germany is on an ampler scale than what (except in a few cases) is at present available in England. Secondly, England has acted wisely in not following the German example of separating higher technological work from other branches of University study. Thirdly, the average German employer has the habit, as yet comparatively uncommon in England, of appreciating the value of higher education as a preparation for business. Fourthly, the English employer, though still as a rule unappreciative of the service which high scientific attainment may render to modern industry, has a very shrewd instinct on commercial matters, and is free from undue subservience to the intellectual fashion prevailing at the time.

If it is possible to combine what is good in these four characteristics and to eliminate what is defective in each of them, the resultant system of education and industry would be better than that which prevails at present in either of the two countries, and would promote the already increasing intellectual intimacy between the two countries.

Your correspondent, "Scrutator," in his trenchant contribution to the December number of *The Journal*, deals with many details of which I have no technical knowledge. But the chief interest of his article lies in observations which (in spite of the title given to his paper) refer not to the University of Leeds alone, but practically to all our English Universities and technical colleges.

Those who know the department of Electrical Engineering at this University have good reason to feel proud of its work and of the men it has trained. In positions of the highest responsibility men who have passed through the courses here are proving their scientific value and (what matters in the long run at least as much) their power of continued intellectual growth, the vigour of their character and the good sense and good temper with which they deal with the workmen and subordinates under their care. It is not necessary for me to deal seriatim with the details of "Scrutator's" article, but I should like to add that, so far from divorcing theory from practice and from imagining that a few hours a week in a University workshop suffices for an engineer's practical training, we in Leeds inform all the students that workshop practice can only be satisfactorily obtained in a factory under industrial conditions. Rarely, if ever, does a man take a degree or diploma here without having spent at least one year's, and more often two or three years', previous pupilage in the workshop of a factory.

The excellent and responsible positions attained by our students all over the world, coupled with the many and repeated inquiries from the best manufacturing firms for men who will fill vacancies on their staffs, will reassure anyone who, on reading "Scrutator's" article, may have formed the impression that the work done in the Electrical Engineering Department of this University is unpractical or incomplete.—Yours faithfully,

M. E. SADLER.

University of Leeds, December 17.

THE BRISTOL UNIVERSITY.

To the Editor of The Journal of Education.

DEAR SIR,—May I, as a member of the Court of the Bristol University, protest against the unfairness of your Occasional Note on the meeting of the Court on November 14. It is true, as you say, that the Bishop of Bristol said that he could not imagine any member of the Council voting against Prof. Turner's proposal. But he said this before and not, as your note seems to imply, after the Vice-Chancellor's speech. After that speech, in which the Vice-Chancellor had responded to the request of the former Chairman of Council that he should state any facts in connexion with the case which he might think it desirable to lay before the Court, the Bishop then stated that, inasmuch as Council had complied with the request contained in Prof. Turner's proposal, he could not possibly vote for the proposal if it was still pressed. Your account of the matter seems to me a masterpiece of misrepresentation by omission.

You make some point of the fact that only one member of the Senate took part in the discussion. That is not strictly true, as Prof. Wertheimer spoke briefly, but if it were I cannot see why members of the Senate should speak, as Prof. Turner's motion was a request to Council—not, as you say, to the Senate.

At the end of the discussion the Court, after hearing the Vice-Chancellor's statement, were voting not so much on Prof. Turner's original request, but, as he himself said when pressing his motion to a division, on their view of the Vice-Chancellor's statement. May I also, in justification of my own vote on that occasion, ask you if you are seriously prepared to maintain that an appointing body in a University should make public its reasons for not appointing any particular candidate or for not reappointing a Professor whom legally it may or may not reappoint, because it is thought to have made a mistake by some persons? I agree that there should have been strong reasons—based, of course, on qualifications—against the reappointment of Prof. Cowl to justify the action of Council. After hearing the Vice-Chancellor's speech, I have no doubt that there were. Suppose, however, that Council did make a mistake. Most Universities in their appointments and their non-reappointments do make occasional mistakes. Would they not make many more if they could not do anything without being prepared to publish their reasons for their action?—Yours sincerely,

A. D. LINDSAY.

Balliol College, Oxford.

[We have now before us the full report of the meeting of the Court on November 14, reprinted from the *Western Daily Press*, and regret that we overlooked the fact that the Bishop of Bristol in the course of the debate twice changed his opinion, and first stated that he was not prepared to vote one way or the other, deciding ultimately to vote against Prof. Turner's motion, if pressed, as a vote of want of confidence. We likewise agree with our correspondent that it would be highly undesirable that any electing body should be liable to be called to account and required to publish the grounds of their choice. But this admission does not shake our original position. Prof. Cowl was virtually dismissed from his professorship. This dismissal appeared not only to a large section of the Bristol University, but also to the whole body of Professors of English in the Universities of the United Kingdom, *prima facie*, an act of injustice. It seemed to us, and still seems, that there was a clear case for an appeal either to the Chancellor or to the Visitor of the University, and that in consenting to this the Council would in no way have derogated from its dignity. If the case is as clear as the Vice-Chancellor would have us believe, he would have had no difficulty in justifying his action before the Chancellor and his assessors, and so shutting the mouths of slanderers and calumniators. The counter charge of a conspiracy of the London press would hardly have been brought before such a tribunal.]

JOTTINGS.

THE Report of the Department of Technology, City and Guilds of London Institute, 1912-13, shows slow but steady growth and progress. The number of separate classes has increased by over three hundred, and the number of students in attendance has reached 54,510—the largest number on record. For Teachers' Certificates there has been a slight falling off in manual training, woodwork—1,573 against 1,693 for 1912; but in metalwork a slight increase—187 against 162. For blackboard drawing there were only 46 passes.

THE address of the Association of Head Mistresses is now 61 Great Ormond Street, W.C.

CAMBRIDGE LOCAL EXAMINATIONS.—The December Cambridge Local Examinations were held at 227 centres in the United Kingdom and the Colonies. There were 15,033 candidates, of whom 237 entered for the Higher, 4,485 for the Senior, 6,251 for the Junior, and 3,660 for the Preliminary Examination. Of the Colonial Centres, 16 are in India, 6 in Ceylon, 5 in the Straits Settlements and Malay States, 11 in South and West Africa, 13 in the West Indies. There are also centres at Bermuda, Buenos Aires, Belize, Canada, Dunedin, Mauritius, Seychelles, and Shanghai. The Regulations for the Examinations to be held in July and December 1914 may be obtained from Mr. J. H. Flather, Syndicate Buildings, Cambridge.

MR. G. E. MAPPIN wishes us to state that the article "Leeds University: a criticism," by Scrutator, in our last number was contributed by him.

THE Modern Language Association arranged last summer for a further report on Continental holiday courses. The courses visited were those at Nancy, Dijon, Besançon, Neuchâtel, Lausanne, Geneva, Grenoble. The report appeared in the December number of *Modern Language Teaching*.

MR. PAUL STUDER, M.A., D.Litt., has been appointed Taylorian Professor of Romance at the University of Oxford.

DR. PERCY NUNN, of the London Day Training College, has been appointed to a Professorship of Education by the Senate of the University of London. Now that London has determined that these professors are none too many, possibly Oxford and Cambridge will be induced to consider the advisability of appointing one.

MR. FOSTER WATSON has resigned his Professorship of Education at Aberystwyth College in order to devote himself to the work of research in London. Mr. Watson will continue to deliver a yearly course on "The History of Education" at Aberystwyth, and the Senate has conferred on him the special title of Emeritus Professor.

"A MANAGER" writes to the *Manchester Guardian* complaining of the blunders of our elementary education. He had asked the children in the higher standards of his school what were the four elements and what was meant by "battling with the elements," and they were all dumb. In the next sentence he demands "instruction in the 'elements of learning' before children are taught to think for themselves." Would "A Manager" have been satisfied had the children answered "A B C D and the Catechism"?

MR. R. C. EVANS (so the *Educational News* informs us) has been elected a Fellow of the Royal Geographical Society. Mr. Evans is not only on its staff, but is also the founder and Managing Director of the *Teacher's World*, "a paper which includes among its contributors some of the most famous persons in the land, while it has the great honour of numbering as one of its regular readers Her Most Gracious Majesty the Queen." *Ego laudare fortunas meas*, as the Latin grammar has it.

THE Council of St. Gabriel's Training College, Camberwell, at their meeting on November 10, appointed Miss K. T. Stephenson, B.A., as Principal of the College in the place of the late Miss M. E. Bishop. Miss Stephenson was formerly a scholar of the Royal Holloway College, and has been Senior Lecturer of St. Gabriel's College since its foundation in 1899.

MRS. JESSIE WHITE has in the press an account of the Montessori schools which she visited and inspected during the summer months of last year. The book, published by Messrs. Cornish, will be out in time for the Publishers' Exhibition at the University of London.

IN the award of entrance scholarships offered by the six combined Cambridge colleges, Merchant Taylors heads the list with five scholarships (two for Hebrew); Charterhouse and St. Paul's are each credited with four; and Birmingham, Manchester, Haileybury, Tonbridge, and the City of London with two apiece. The subjects for which they have been awarded are as follows:—For Classics, 18; for Mathematics, 15½; for Natural Science, 12½; for History, 4; for Modern Languages, 2; for Hebrew, 2.

NORTHERN UNIVERSITIES JOINT EXAMINATION BOARD.—The Report for 1913 shows a year of increased activity. The Board has examined a total of 2,670 candidates. Of these 1,638—or rather over half—passed. For Scholarships there were 383 candidates, of whom 121 qualified for Matriculation. For Senior School Certificates 237 entered, and of these 157 obtained certificates exempting from Matriculation. The Board has also recommended for the award of 103 scholarships tenable at the University. Thirty-four schools have been examined or inspected.

IN spite of the amalgamation at South Kensington—for which we have to thank the Teachers' Guild—there will be, or rather is, during the first week of the New Year a conflict of conferences, and "Old Fogey's" "amiable busybody"—or teacher-student, as we should prefer to call him—will find himself distracted by an *embarras du choix*. The Incorporated Head Masters are sitting at the Guildhall, the Assistant Masters at the London Day Training College, the L.C.C. Teachers at the Birkbeck, and in the provinces the North of England Education Conference is holding its twelfth Annual Meeting at Bradford with a varied and attractive program.

EDUCATION IN THE PERIODICAL PRESS.

Arithmetic, The wisest Way to teach. Educating your child at home. By Ella Frances Lynch. *Girl's Own Paper*, December.

Birmingham Blue Coat School. *Builder*, November 14.

Deals with the building, and is fully illustrated, but deals also with school types in architecture.

"Bloat the Boys Hall." The new private school. By Twells Brex. *Daily Mail*, December 3.

Deals with the high degree of comfort and the amount of the fees charged.

Board of Education Report. Leading article. *Local Government Chronicle*, December 20.

There are also articles in *Local Government Journal* and other periodicals.

Cardiff Medical School, Staff appointments at. *Hospital*, November 15.
Compulsory Continuation Schools. Leading article. *Local Government Chronicle*, December 6.

Defective Lighting of Classrooms. *Medical Officer*, November 22.
Herefordshire Teachers. Threatened strike. The salaries grievance explained. From a correspondent. *Manchester Guardian*, December 1.

Law and Art. *La Lectura* (Spain), November.

A sketch of compulsory education in the U.S.

Leeds Scholarship System. An example from Yorkshire. By H. F. S. *Westminster Gazette*, November 27.

Luxury of being Educated. By Henry Seidel Canby. *Harper's Magazine*, December.

Advocates a well-opened mind, and places the claims of the pleasures of education above the struggle for success in finance.

Open-air School. *Builder*, November 28.

Place of the Open-air School in Preventive Medicine. *Local Government Chronicle*, November 22.

Deals with the second of Sir George Newman's three lectures at London University. See also *Medical Officer*, November 29.

Register, The Teachers'. *Times Special Supplement*, December 2.

Registration, and After. Future development of the Profession. Organizing a science. By H. R. Beasley. *Daily Telegraph*, November 27.

Scarlet Fever and Diphtheria among School Children. Two measures of the Oskaloosa Board of Health, designed to assist in the control of. By Mark J. Boyd, M.D. *Medical Officer*, December 6.

School Doctors' Difficulties: Special Examination of Mental Defectives. *Hospital*, November 22.

School Examinations: Plague of Diversity. By an Examiner. *Daily Telegraph*, November 27.

School Girls and Examinations: Danger of Cramming; Competition in Higher Education. *Evening Standard*, November 26.

School Medical Officers. *Medical Officer*, November 22.

Leading article and continuation of special.

Some Notes on the Fourth International Congress on School Hygiene. By James Kerr. *Medical Officer*, December 6.

Abstract of paper read before the Illuminating Engineering Society.

State Universities: What America does for its Young Men. By Prof. David Starr Jordan. *Daily News*, November 25.

Struggle for College Democracy. By J. Corbin. *Century*, November. "Harvard's solution of a vexing problem."

Teachers' Register: The Conditions of Entry. What is expected of the new policy. By Prof. J. J. Findlay. *Manchester Guardian*, November 22.

Teaching to Think. By R. H. *Morning Post*, December 12.

Recommendation of classics in political philosophy, &c., for higher forms.

Teaching your Child to Listen. By Clara Mingins. *Girl's Own Paper*, January.

Trade Schools for Girls: Training for Cooks, Laundrymaids, and Tailoresses. *Evening Standard*, December 12.

Universities and the Conduct of Life. *Spectator*, November 22.

University of London, External Examinations. *Morning Post*, December 26.

University in a Palace. The vicissitudinous history of Somerset House. *Daily Express*, November 29.

'Varsity Touch: Is it a Fit Training for a Business Career? By Max Rittenberg. *Evening News*, December 10.

"The average graduate has no conception of real work; of the requirements of modern professional or business occupation." The editor of *E.N.* does not "endorse the opinions."

Jules-Ferry, and the latter, still in its infancy, can already boast of 310 pupils. In the Universities, if from economic and other causes the number of men students declines, the authorities expect that women will take their places. But hitherto there has been a gap, as it were, in the path of the *lycée* to the University. She is not converted into an *étudiante* all in a moment. She has learned enough Latin to translate from Latin into French; but she has not studied texts critically, and of philology and historical grammar her notions are crude. In history she has been taught facts, but not to generalize from them. In fine, when a girl has absolved the *lycée* she still needs further training to fit her for academic studies. To provide it a Société des Cours préparatoires à l'enseignement supérieur has been formed, to which the hospitality of the Sorbonne is being extended. Already courses of lectures are open—lectures on philosophy, on French and the history of the French language, on Greek, on Latin, and on history, as well as on French and on German. This intermediate instruction will be parallel to, and it is hoped will prove as successful as, that which *lycées* for boys furnish in the classes known as *rhétoriques supérieures*.

The bloodless, but fierce, struggle between Church and State continues in France, and *la défense laïque*, or defence of the secular school against clericalism, has been the topic of December in political as well as in educational circles. The Government is disposed to get to closer grip with the enemy. A clause of a Bill under discussion punishes with a fine of from 16 to 500 francs and with imprisonment of from six days to one month "whoever, by violence, threats, or any act involving or capable of involving material or moral damage, shall have incited the parents or other persons responsible for a child to prevent that child from taking part in the prescribed exercises of the public school in which he is enrolled, or from using the books regularly used in the school." Our own "religious difficulties" are deplorable; they do not produce the same terrible social cleavage as the French.

GERMANY.

In *Pädagogisches Archiv* (lv, 11) Oberlehrer Dr. Max Weyrauch

Comparative
Philology in
Higher Schools.

pleads ably for the right of Comparative Philology, or *Sprachwissenschaft*, to quarters in the higher school. Dr. Torbiörnsson has urged the same claim in his native land, Sweden. In Germany some of the later textbooks take the results of general philological studies into account; but there has not yet been achieved what is necessary—*eine grundsätzliche Fundamentierung des Sprachunterrichts mittels des biologischen Elementes unter Verwertung der Ergebnisse der Sprachwissenschaft*. Such a basing is required to stimulate reflection in the pupil, and to compel him to penetrate below the surface, so that he may learn not to be content with the facts of a language, but to consider their logical relation and their historical development. If he hears, for example, that Greek has preserved a dual, an optative and an aorist, and Latin an ablative, that is but dead, unfruitful knowledge if the two languages are not brought into touch for him with one another and with one, at least, of the daughter-languages of Latin—if he does not learn how forms are lost and their functions taken over by surviving forms. But it is not the business of the school to teach all the results of comparative philology: it can only use them so far as is requisite in the several departments of language study. The following topics might be introduced: formative and destructive factors; usage and correctness in language; the most important parts of phonology (places where sound is formed, influencing of consonants by vowels, palatization, the different kinds of accent); the sound shifts; the relation between the spoken and the written language, and so forth. And better than to make a separate subject of comparative philology is to weave its teachings into the Latin, the Greek, the French, or the German lesson.

English teachers who are interested in the question will see what is being offered to German boys if they consult the introduction (by Hermann and Reissinger) to the eighth edition of Heinichen's "Schulwörterbuch," published by Teubner, where a mass of newly tested and serviceable results is presented. To change the subject, Baden issued last July an Ordinance: *Über die praktische Ausbildung und Beschäftigung der Lehramtspraktikanten*. It is to this effect.

The Training of
Teachers.

Examinations passed, a teacher *in spe* has to declare the school to which he wishes to be assigned for professional training. As soon as he has been assigned he is sworn in by the Head Master and passed on to one of the staff-masters, who gives him classes to take, and aids him with advice and instruction in the theory of teaching. In the second term of his year of probation he has to submit a written discourse upon some subject in the sphere of his special activity. In the

COLONIAL AND FOREIGN NOTES.

FRANCE.

The *étudiante* may be made the butt of the wittlings; but France

The Education
of Women.

continues to develop from base to apex her scheme of instruction for women. Public secondary education for them M. Liard recently described as "une des créations les plus heureuses de la troisième République." October last saw the inauguration, as the French say, of two *lycées* for girls, the *lycée* Victor-Duruy and the *lycée*

second half of the third term he must give a test lesson. Both the written paper and the test lesson form the objects of reports by the guiding teacher and the Head Master, these reports being laid before the Ministry, which grants or refuses a certificate of competence. In the latter case the year of probation may be extended by from one to three terms; with a final refusal the candidate quits the service of the State.

It is all admirable, is it not? Perhaps our readers may wish to follow the young, now trained, teacher further. The State will only accept the number of teachers that it requires, and the year of probation successfully passed the teacher must make special

application for office; those for whom no room can be found depart. Thus in theory a candidate trains at his own risk; in practice, we believe, employment, if after some delay, is given to the qualified. Those who are received are called in to do *unpaid* work until paid work can be allotted to them. At this stage they are called volunteers, and take over lessons (maximum six in the week) for some regular staff-master. They do the work on their own responsibility; but the staff-master must keep himself informed about what is going on, and, if need be, intervene. No staff-master may have both a candidate to be guided and a volunteer to assist him. The training is strenuous, but the young German University man is willing to make the long voyage amid chances of shipwreck because it leads to the haven of secure existence and a home.

[Notes on "Russia" and "United States" are unavoidably held over.]

THE WESTMINSTER PLAY.

THIS year was the turn of the "Andria" of Terence. The cast was fully up to the average, and the elocution better. The chief honours undoubtedly rested with the Simo (Mr. R. R. Turner), whose enunciation was excellent, whilst his acting was both dignified and energetic. The other old men, Chremes (Mr. M. A. Phillimore) and Crito (Mr. A. N. Charlton), were also good, and all three were no doubt much assisted by their admirable make-up. The latter was rather inclined to use his staff as a hobby-horse, with an unintentional comic effect. The second best performance of an individual actor was that of Mr. C. L. Bayne, in the very small part of Byrrhia. He really gave one an idea of the saucy, malapert slave.

Mr. D. H. Kitchin (Davus) worked very hard in the chief comic part in the play, but one cannot honestly say that he was very successful. His humour always seemed forced and artificial, although his elocution was excellent.

The two young lovers, Mr. S. L. Holmes as Pamphilus and Mr. S. F. Waterson as Charinus, were both inclined to hurry their words, and were occasionally a little indistinct; but nevertheless the former especially contrived to infuse a considerable amount of fervency into his protestations of fidelity to his lady-love.

In the woman's part of Mysis, servant to Pamphilus' innamorata, Mr. G. G. F. Greig acted with restraint, yet without awkwardness. His rather chaste attempt at cuddling the baby in Act IV was greeted with sympathetic sniggers by friends in the back rows.

The whole performance was welcomed most enthusiastically. All the points were marked by rounds of applause from "the gods," and the old familiar tags, like "Ne quid nimis," "Hinc illae lacrimae," and "Amantium irae," were not allowed to pass unnoticed.

Amongst those present on Monday night were the Swiss Minister, the Marquis of Crewe, the Deans of Westminster, St. Paul's, and Christchurch, the Head Master of Winchester, Bishop Boyd Carpenter, the Mayor of Westminster, Mr. Justice Bankes and Mr. Justice Rowlatt, Sir Henry Craik, Sir Sidney Lee, and the Post-master-General. The full cast is appended:—Pamphilus, S. L. Holmes; Simo, R. R. Turner; Sosia, R. S. Browning; Mysis, G. G. F. Greig; Charinus, S. F. Waterson; Byrrhia, C. L. Bayne; Lesbia, G. R. D. Gee; Chremes, M. A. Phillimore; Crito, A. N. Charlton; Dromo, T. R. Dawson; Davus, D. H. Kitchin.

As regards the Prologue and Epilogue, the former was quite short, but contained a graceful reference to Warren Hastings, an old Westminster Boy, who, in serving the Empire, triumphed over both the wiles of the foreigner and the calumnies of his own countrymen. The Epilogue also was brief and racy. Various topics of the day were touched upon—and punned upon. Marconi shares, pheasants, Larkin's Fiery Cross, the Suffragettes, slit skirts, and Tango teas all came in for attention. Mr. S. L. Holmes was very cleverly got up as Lord Murray of Elbank, and Mr. R. S. Browning as the Poet Laureate, whilst Mr. G. G. F. Greig

and Mr. G. R. D. Gee showed that the modern woman is quite prepared to take care of herself—with a hatpin or the toe of her boot.

The first lines are a good sample of the humour and the puns.

Davus (a mysaristocrat).

Marcone hunc cyathum placet ebibere? optima vina;

Hoc claret. Reditus haec mea coepita ferant

Ingentes, longaeque supra par evelet illis

Argentum!

Simo (a legal luminary). Ast opus est addere nescio quid.

Da. Quid?

Si.

Comiti absenti qui cessat in urbe Bogota.

Da. Sicubi sunt faveant olearea numina nostro!

Very clever; but it is strange that longs and shorts that would have seemed to Ovid as Verlaine's alexandrines to Racine or Boileau should have become traditional at Westminster.

UNIVERSITIES AND SCHOOLS.

LONDON.

Since my last letter the "battle of the sites" has taken on a new phase by the declaration of the London County Council in favour of Somerset House. An amendment favouring a site on the south side of the river was rejected by two votes. It is further suggested that the London County Council should join with the Senate in sending a deputation to the Government to urge the advantages of this building for the central head-quarters of the University; but the invitation has not yet been considered by the Senate. One would have thought that the London County Council, as at present composed, which has been singularly unsuccessful in inducing the Government to rectify admitted grievances from which local government in London suffers, would not be the most powerful ally which the University could select in such a matter. And in this case the arguments to be urged—assuming the University decides to approach the Government, which has already declared itself sympathetic to a great development of the University and has referred this specific question at issue to a Departmental Committee—do not appear to be very convincing. For the expense of rehousing the army of officials and masses of documents at present in Somerset House would be stupendous, and the accommodation rendered available for the work of the University would not be very suitable, even after costly adaptation, for the particular needs of the University or for the policy of consolidation which the Royal Commission recommended.

The Improvements Committee of the London County Council "draw attention" to two sites on the south side of the river, one of 7½ acres and the other of 29 acres, and, without making any definite recommendation, urge that the subject should be settled only after the gravest consideration so that the result may reflect credit on all those concerned, and that the new buildings for the University of London shall be established on a site and in such a manner as will render them in every way worthy of the capital of the Empire. In the University itself, the Museum site has strong supporters, and as it appears to be the only practicable site which satisfies the requirements of the Royal Commission, one may safely assume that it will be recommended by the Departmental Committee. One great virtue which it possesses is that it is already cleared for buildings. There are various indications, particularly the decision to build the Shakespeare Memorial Theatre on an adjoining site in Gower Street, that the prejudices against Bloomsbury are dying a natural death. Possibly some means may be found for overcoming the alleged disadvantages of the division of the site into four plots. My personal view on this question—which I communicate because it is impossible to report the opinion of the University as at present constituted on this and many other questions—is that, apart from the inconveniences of public traffic between the buildings (which may possibly be avoided) the provision of a dignified group of buildings for the University—a great hall on one plot, the administrative building on another, and so forth—is much to be preferred to a mammoth building with a wilderness of corridors, difficult to control and ventilate, and even more difficult to design, if one may judge from existing examples of such buildings in London.

Mr. Pease is still talking about the University of London. Those of your readers who are specially interested will have read the reports in the daily press, and I need only remark that the Minister of Education appears to be disposed to work in the conciliatory spirit without which no permanent progress is possible. In his speech at Birkbeck College, Mr. Pease said that one of the principles of reconstruction to which he attached most importance was

(Continued on page 50.)

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the provision of University buildings and the formation of a University quarter. This is plainly a matter on which compromise is out of the question—it must be either taken or left. On the question of the external degree, he said definitely that the Government would not countenance any proposal to abolish the degree. For the avoidance of discussion, it is just as well that the position of the Government on this question has been clearly stated. Apart from these two essential doctrines, the questions at issue appear to be left open for friendly discussion and settlement, if possible, by consent.

The adjourned meeting of students, to which I referred last month, was held on December 5 in the Great Hall at South Kensington—none too large for the purpose, as it is stated that fifteen hundred students attended. Some very good speeches were delivered, though the general level of speaking was perhaps not quite so high as to the first meeting. A notable contribution to the debate came from an Indian student. Two amendments or riders were adopted, the first asking for reconsideration of the medical recommendations, and the other expressing satisfaction with Mr. Pease's declaration in favour of external students. As amplified in this way, the original motion was adopted, endorsing the general principles of the report of the Royal Commission and urging co-operation in promoting the policy of consolidation which the Commissioners advocate. The opposition—roughly estimated at one in four—came mainly from women's colleges—Holloway, King's, and Westfield—which are not satisfied with their status in the reconstituted University.

Solid, if not rapid, progress is being made by Lord Cromer's Committee in the organization of the School of Oriental Studies at the London Institution. His Majesty in Council is to be moved to establish the School under Royal Charter, but it is understood that if the University is reconstituted by Act of Parliament the new School will be incorporated in the University.

A return recently published by the War Office showing the number of certificates and commissions taken by cadets of the Officers' Training Corps in the various Universities gives gratifying evidence of the success of the movement in the University of London. Since the establishment of the O.T.C., 524 Certificates "A" and 164 Certificates "B" have been taken by cadets of the University of London contingent, and 60 have proceeded to commissions in the Special Reserve. These numbers are all larger than those for any other University; but the Oxford and Cambridge contingents are first as regards commissions in the Territorial Force. The figures quoted prove that military education is a reality in London, so far as students are concerned; but much remains to be done for its proper development and in the offer of educational facilities to Territorial officers. A conference on the subject is to be held at the University on January 21, at which, I understand, many distinguished authorities on the question will be present.

WESTFIELD COLLEGE.—Among the academic successes in the London University examinations of this year, it may be of interest to note that all of the nineteen candidates who entered from Westfield College for degrees in Arts or Science have been successful. These results include First Class Honours in Mathematics, History, and French, and a First Division in Science. The mark of distinction in the M.A. in Ancient Philosophy has recently been awarded to Miss K. Curtis of Westfield College.

CAMBRIDGE.

The election to the office of Esquire Bedell resulted in the return of Mr. R. Hamblin Smith, of Peterhouse. Mr. Hamblin Smith is the son of a famous coach of old days, the author of a work your correspondent remembers dimly as being about Statics. "Big Smith" had many pupils here. He was a man with a "presence" and a florid complexion, kindly, definite, and intelligible. "You know I can't stand those professors," one of his pupils is recorded to have said; "Westcott 'ventures to think'; Lightfoot 'suggests'; but the Big 'un is the man. He says, 'It is so,' and I know what to get up." Mr. Hamblin Smith, the Bedell, is a Mason, rumour says, and adds that it did not hurt his candidature to have many friends in that brotherhood and many who were not brothers.

Some while back Mr. H. O. Jones, of Clare, and his bride lost their lives climbing in the Alps on their honeymoon. His friends have gathered a fund to establish a University lectureship in physical chemistry to bear his name. Mr. Sedley Taylor has endowed a University Lectureship in Music for five years, and Dr. C. B. Rootham has been elected to fill it. Dr. Rootham is organist of St. John's College Chapel, and is generally recognized to have done a great deal in lifting the services there to the first rank in music. He is involved in all the musical activities of Cambridge, a forceful and genial spirit,

and may be relied on to use his new position to the full for the advancement of his art in the University.

Mr. Otto Beit, by a thoughtful piece of kindness, has enabled the University to make a good start with a special library of German works, and has added an endowment to carry it on year by year. The Schroeder Professor of German is to have the charge of it and select the books. Dr. Marshall, while he was still Professor of Political Economy, founded the present triennial Adam Smith Prize of £60, paying the sum from his own pocket. His successor, Prof. Pigou, has continued the same generosity. The Cobden Club for a long time gave another triennial prize, the Cobden Prize, and they were awarded turn about. The Cobden Prize is, however, to be given no more. Dr. Marshall has now offered the University stock producing an annual income of £24, with a view to putting the Adam Smith Prize on a permanent basis and making it annual. Prof. Pigou himself offers to contribute an annual sum to pay the examiners and raise the value of the prize to £40. It is a real service to the University that the two professors have done in this matter.

The question has arisen in connexion with the Medical Department whether the University would be well advised in accepting State aid. It is pled that the whole cost of scientific work and outfit rises, and that the acceptance of a State grant would liberate funds the University now gives to medicine for other purposes. It is also urged on the other side that a free University has a stronger position, and "timeo Danaos et dona ferentes." However reasonable the representatives of the present Government may be in dealing with our schools, there can be no guarantee as to their successors. The experience of Universities in the Colonies and America surely does not point toward a State connexion if we can live at all without it. It checks personal loyalty and individual benevolence. Who gives to a County Council school? Let the rate-payers and the Council see to it! And sooner or later the plan leads to interference with teaching. The history of the teaching of political economy and political science in the Universities of America should be illuminating on the effects of non-academic control—e.g. at Chicago, the State University of Kansas, Leland, Stanford Junior, and Brown Universities. Even the story of temperance teaching in Ontario schools has a warning. But some people will pay anything for money.

The death of Sir Robert Ball ends the sufferings of a great and genial figure in Cambridge life and national life. Sir Robert Ball. He was, as all your readers know, a great lecturer and an engaging writer. His fun and his friendliness won him friends, who have felt with him and his family the pain of his year or two of inability to take his old part in our life. He passes from us an honoured name.

The Fifth of November was even more futile than usual. Lamps were extinguished and crackers let off, and a lot of freshmen mixed up with crowds of town lads and boys wandered about in the mud and drizzle wondering what to do, and perhaps why they were there. Some railway palings were torn down, some fireworks were let off at Homerton College, and a visit of some hundreds was paid to the retiring Mayor (who had resolutely fined reckless motorists) and rapidly concluded by the appearance of four mounted police. A few undergraduates were fined by the proctors, two by the magistrates, and the silly performance was over.

Questions are raised as to cap and gown. Why should a member of the University think it fit to wear a cloth cap—eighteenpence halfpenny Saturday night style—over his gown instead of an academic cap? Should a Vice-Chancellor reading lessons at the opening of the Wesley Church wear a scarlet gown? Why should anybody ever want to wear a scarlet gown, unless he is married or even if he is? "Tantaene animis caelestibus —?" This letter is getting too classical. Well, should lawn tennis players have "full blues" or "half blues"?—that is not a mere academic question. Surely it touches the great heart of athletic England; all the same, I can't answer it.

WALES.

Two more of the Welsh counties—Carmarthenshire and Glamorganshire—have approved the scheme for granting Wales complete autonomy in educational matters. The arguments adduced in support of the scheme were mainly financial; and considerable emphasis was laid, in the speeches of all its promoters, on the poverty of the Welsh grants for secondary and elementary education in comparison with the Irish grants. But, unfortunately, educational reasons for this phase of Welsh Home Rule are rarely, if ever, adduced, and it would therefore be wise for the public to wait for a fuller explanation of the

(Continued on page 52.)

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details of the scheme before giving it its final approval. For if there is any disparity or unfairness in the distribution of grants, this can be remedied without the establishment of a separate council, and our unfortunate experience in the matter of grants four years ago, as the result of the formation of the Welsh Department, on the contrary tends to prove that we are just as liable to lose as to gain under separate treatment. It will be recalled that it was only after a very vigorous effort that our secondary-school grants were raised to an equality with the English grants. The efficiency of the scheme depends at least as much on the educational arrangements proposed as on its financial aspect. Apparently the whole control is to be concentrated in the hands of popularly elected councillors whose experience of education is likely to be of the most meagre character. The success of the Central Welsh Board and the University Court is generally recognized to be largely due to a strong infusion of experts who are able to guide these bodies on educational matters, but apparently no provision of this nature is to be included in the present scheme. The inevitable result will be that our colleges and schools of every type will be under the heel of an unmitigated bureaucracy. For, unfortunately, in spite of the great advance that secondary and higher education has made in Wales in recent years, our average councillor has so far been untouched by it. Only a very small minority is capable of dealing with such academic questions as vitally affect our schools and colleges. Objection is also raised to the scheme from another quarter—the supporters of the non-provided schools. They seem to have a wholesome fear of any controlling body on which the average Radical County Councillor predominates. But this is a political aspect of the question which we do not propose to discuss.

Some time ago the financial condition of the Carnarvonshire intermediate schools was a prominent subject of discussion, for one or two of them were supposed to be on the verge of bankruptcy, unless the Government or the Council came to their rescue. It is therefore rather strange to read that at the last meeting of the County Education Committee, complaint was made that the County Council had actually decreased the secondary-education rate by one-eighth of a penny! We are driven to believe either that there was no reason for the distressful accounts we heard from the schools, or that the County Council has shown its unfitness for the management of secondary education. It is certainly an anomalous situation, demanding some explanation.

Under the scheme for establishing a Welsh medical school it is provided that the whole of the cost must be taken at a University college. This regulation therefore puts an end to the practice of many medical students of passing their first examination while at school, and some hardship is likely to result from the change, especially as regards expense. Dr. Hepburn, of Cardiff University College, has always been a strong advocate of the policy now adopted by the Welsh University, as he considers that it is entirely in the interest of the student.

Prof. Sir Edward Anwyl, M.A., has been appointed to the first Principalship of the new Caerleon Training College for Elementary-school Teachers. The college is fortunate to have secured the services of such an experienced educationist as Sir Edward; for as his interests have hitherto mainly been with secondary and higher education, he may be able to infuse a new spirit into the training of the elementary teacher. Sir Edward has held the Professorship of Welsh at the University College of Wales, and has acted as Chairman of the Central Welsh Board since the death of Mr. Humphreys Owen. In the latter position he has worked strenuously for the success of our system of intermediate education.

Prof. Foster Watson, whose retirement is noticed elsewhere, is succeeded by Mr. C. R. Chapple, M.A., who has been appointed Professor of Education. Further, Miss Dalrymple, B.Sc., succeeds Miss A. Kimpster, upon her retirement, as Lecturer and Mistress of Method. The following appointments have also been made:—Miss Hermia Rees, M.A., Lecturer in German; Dr. Ethel Du Freyne, D.Sc., Lecturer in Botany; Mr. Malcolm M. Lewis, B.A., LL.B., Lecturer in Latin; Mr. C. R. Berry, B.A., Chemical Demonstrator; and Mr. Stanley Smith, M.Sc., B.A., Lecturer in Geology.

SCOTLAND.

The Senate has appointed Mr. J. Arthur Thomson, Professor of Natural History in the University of Aberdeen, to be Gifford Lecturer for the years 1914-15 and 1915-16. The Lord Rector, the Earl of Aberdeen, has appointed Mr. William Low, of Blebo, to be his Assessor on the

University Court. Mr. A. J. B. Wace, M.A., Lecturer in Ancient History and Archaeology, has resigned his lectureship, on his appointment as Director of the British School of Archaeology at Athens. Mr. Wace will in future give an annual lecture at St. Andrews on the latest excavations in Greece. A tablet in memory of the late Mr. Andrew Lang, LL.D., has been placed in the University Chapel. The tablet was designed by Sir William Richmond, R.A. Prof. McKeufie is to be inducted to the Chair of Chemistry on January 17.

The Senate has appointed Prof. Graham Kerr as one of its assessors on the University Court, in succession to Prof. Bower. Mr. A. J. Balfour will begin his first course of Gifford lectures on January 12.

The lectures will be given on Mondays, Wednesdays, and Fridays during January and part of February. Mr. Peter Pinkerton, D.Sc., a distinguished graduate of Glasgow University, has been appointed Rector of the Glasgow High School. Mr. Peter Ramsay, B.Sc., of Glasgow University, has been appointed to succeed Mr. Pinkerton as head of the Mathematical Department in George Watson's College, Edinburgh, and Mr. John Miller, B.Sc., who was formerly a lecturer in Glasgow University, has been appointed to a post in the same department. Mr. Robert Jack, B.Sc., of Glasgow University, has been appointed Professor of Physics in the University of Otago, Dunedin, New Zealand. Since 1909 he has been Lecturer in Physics at Queen's University, Belfast. On November 28 Sir William McCormick, who was chairman at the annual dinner of the Glasgow University Club, London, gave some interesting statistics regarding the progress of Glasgow University. He had been asked by an American professor what Glasgow University "would stand at if it was being bought over," and his answer was that the value would be £4,500,000 or £5,000,000, and that this would not be accepted unless another £5,000,000 were given for extensions during the next generation. Since 1875, when the two buildings which cost about £400,000 were opened, about £500,000 had been spent in extensions. The University income in 1875 was about £28,000 a year, and in 1912 it was nearly £92,000. In 1875 there were 1,600 students, and in 1912 2,800. The number of professors had increased from 26 to 36, the number of independent lecturers from 1 to 75, the number of assistants from 12 to 60. In 1875 the salaries of lecturers and assistants amounted to £1,680; in 1912 the amount was £23,000. The contributions of students in fees, &c., were, in 1875, £12,000, and in 1912 £43,000. The Glasgow University Women's London Club has been formed, and its first annual dinner took place in London on December 6.

Prof. Japp, who has occupied the Chair of Chemistry since 1890, intends to retire at the end of the present academic year. The University Court has approved plans for the restoration of the Earl Marischal's tomb in Dunnottar Churchyard. More than half of the amount required for the purpose has been subscribed.

The Senatus has appointed Sir William M. Ramsay, D.C.L., Emeritus Professor of Humanity in the University of Aberdeen, to be Gifford Lecturer for the period 1915-17. The subject of his lectures will be "The Early Religion of the Aegean Lands and its subsequent modifications." Dr. W. T. Gordon, Lecturer in Palaeontology at the University of Edinburgh, has been appointed Lecturer in Geology at King's College, London. He is a distinguished graduate of Edinburgh and Cambridge.

Lord Rosebery, Chancellor of Glasgow University, presented diplomas to the new associates of the Royal College, Glasgow, on December 11. The College has recently been affiliated to the University, and this was the first function in which both institutions took part. Lord Rosebery spoke of the great change that has taken place in the conception and development of Universities. Not long ago it was held that "University teaching should be conducted in a cloister, remote if possible from a railway, that it should produce learning and research, but that the people should come to the Universities. The great change now has been that the Universities have come to the people." "Instead of the cloister, they must be planted in the largest and busiest cities that can be found, to the mutual and enormous advantage of both. There is no city now of a certain size that does not insist on having a University of its own. It would as soon be without its Corporation."

The building of the new Training College for the Glasgow Provincial Committee will be begun early in the year. The new college has become necessary because of recent educational developments. In 1906, when the Provincial Committees were instituted, the number of students in training in the two Glasgow colleges managed by the Presbyterian Churches was about six hundred.

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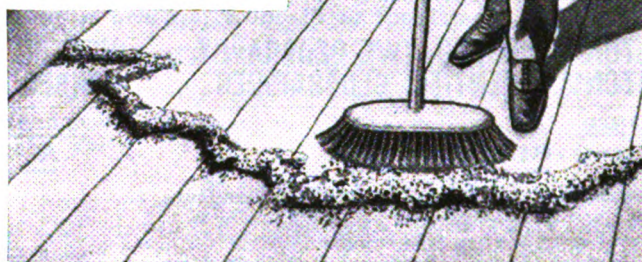


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The average number at present is about twelve hundred. The increase is in great part due to the abolition of the pupil-teacher and to the fact that after 1914 no one will be allowed to become a teacher in a Scottish school under the Education Department unless he has been fully trained and has received his certificate. The existing colleges are at present overcrowded and their equipment is quite insufficient for modern requirements. The site of the new college at Jordanhill, on the outskirts of the city, extends to about 60 acres. Three separate blocks of buildings are to be erected, as provision has to be made for the college, a demonstration school for eight hundred pupils, and several hostels. The college, which is to accommodate twelve hundred students, will be built in the Scottish Renaissance style. Provision is made for forty-five departments, and the floor space, exclusive of corridors, stairs, &c., will be about 76,000 square feet. There will also be four gymnasias and ample space has been provided for outdoor games, gardens and Nature study, as well as for manual training. The demonstration school will provide for both primary and higher grade pupils. The hostels will each have full accommodation for fifty students, and each hostel will have its own dining room, library, reading room, &c., and will be under the charge of a separate warden. The total cost of the grounds and buildings will be about £200,000.

The Education Department has issued regulations regarding the grants to be made for the medical treatment of necessitous school children. The most important points in the regulations are: (1) that the grant for medical treatment will (as in England) be paid only at the rate of one-half of the expenditure, the remainder to be raised from local sources; and (2) that, while the grant will be based on a consideration of the cost of the treatment of necessitous children only, School Boards are not precluded from arranging for the treatment at a school clinic of other children, provided such charges are made as may reasonably be expected to result cumulatively in the school fund being relieved of any cost attributable to the treatment of non-necessitous children.

The Association for Securing Higher Instruction in Rural Schools has formulated its minimum demands as follows:—(1) That, so far as conditions permit, higher instruction up to the end of the third year of the intermediate course should be within walking distance of every child in Scotland able to profit by it; and (2) that such higher instruction given in primary schools be placed on the same level as the intermediate course in the matter of subjects and grants,

so that a scholar may pass from the primary school to the intermediate course without loss of time, if he develop the desire and ability to go to a secondary school. A conference, held by the Stirling Branch of the Educational Institute and addressed by members of Parliament and leading teachers, has declared in favour of extended administrative areas as the true solution of the problem.

IRELAND.

Since the end of last month the results of the Moderatorship Examinations in Natural Science and Modern Literature have been declared. In the former subject the women students have secured one Senior and one Junior Moderatorship; in the latter four Senior Moderatorships (including first place) and four Junior—eight out of the eleven awarded. Of sixteen Senior Exhibitions awarded, six fall to women students.

The degrees gained at the Autumn Examinations were conferred at a Commencement on December 22, when there was a large public attendance.

Another of the Senior Fellows has passed away—the Rev. Thomas Kingsmill Abbott, D.D., who died on December 18 at the ripe age of eighty-four. Dr. Abbott was Senior Proctor at the time of his death, and had been Librarian since he succeeded the late Dr. Ingram in that post in 1887. He gained his Fellowship in 1854, and between 1868 and 1900 held successively the Chairs of Moral Philosophy, Biblical Greek, and Hebrew in the University. He was a versatile scholar and the author of many learned treatises covering a wide range of subjects.

The Chair of English Law in Galway College has been filled by the appointment of Mr. R. J. Sheehy, B.A., LL.B.

The Commissioners of National Education have just formulated a scheme which, it is hoped, may come into active operation during the next school year, for providing facilities for the dental examination and treatment of pupils. Local schemes may be submitted to the Commissioners, who are prepared to contribute half the cost of the necessary clinical equipment and treatment. Already a successful experiment has been made in dental inspection in a few districts. If this can be extended we shall at any rate have made a good step

(Continued on page 56.)

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towards the system of medical inspection which is so much needed in Irish primary education.

From a paper read recently before the Statistical and Social Inquiry Society of Ireland by Mr. W. Webb, LL.B., it is interesting to learn that the development of technical education has been rapid since the Act of 1899. Within ten years after its introduction the number of students in evening technical schools reached 4,859 for the province of Leinster, of whom 1,619 were in commercial classes, 3,501 for Munster (787 commercial), 698 for Connaught (163 commercial), and 10,709 for Ulster (2,402 commercial). "In considering our success," said Mr. Webb, "I think that everyone outside the ranks of officialdom will experience a mild surprise at finding a Government Department so adaptive and so sympathetic in its methods." At present there is a great need for day classes and day commercial schools: so far, however, the Department has refused to undertake the expenditure necessary for such a step.

SCHOOLS.

CAMBERWELL GROVE, S.E., MARY DATCHELOR GIRLS' SCHOOL.—Among students working at the Datchelor for the Final B.A., four out of five obtained the degree this last autumn. Dorothy Taylor gained a First Class; Doris Smith, Dorothy Pascoe, and Eugénie Alexander obtained Second Classes (External Degree). Muriel Talbot, a student at Holloway College and formerly one of the Datchelor girls, gained Second Class Honours in Botany in the B.Sc. Examination. Dorothy Purnell, also an old Datchelor girl and a student at King's College, passed the B.A. Examination with Second Class Honours in English. On November 21 Sir Melvill Beachcroft presided at the annual distribution of University Certificates won by girls in the school in 1913, and of a number of certificates for music, both vocal and instrumental, as well as of prizes for Nature study, and Lady Beachcroft distributed the certificates. Sir Melvill made a most interesting and encouraging speech, and there was a very large gathering of pupils and their friends. A short concert followed the distribution. The presence of the Mayor and Mayoress of Camberwell was much appreciated. Their daughter was the winner of a prize for a very beautiful Nature study collection. She is also the holder of one of the scholarships granted by the Clothworkers' Company to a certain number of pupils in the School on the results of examinations held each summer.

HARROW COUNTY SCHOOL.—The series of winter lectures at the School was continued in an interesting paper by Mr. Thomas Dunhill, on "Musical Curiosities," given to a very large audience. The monthly musical recital to the boys was given by Mr. Pettersson and Mr. Haswell, with songs and pianoforte solos, which were much appreciated. The School troop of Scouts has been very active this month. On Saturday, November 15, there was a field day, in which a hundred and fifty boys participated, and on the following day the new colours were presented in St. Mary's Church by the Rev. Lionel Ford, Head Master of Harrow School.

MALVERN COLLEGE.—Mr. F. S. Preston has been appointed Head Master in succession to Canon Sydney James, who has retired after sixteen years of service. Mr. Preston was educated at Marlborough and Pembroke College, Cambridge. He graduated in 1897, First Class (Third Division) Classical Tripos, and has since been an assistant master at Marlborough, and for some years house master of "Littlefield."

SEAFORD, THE DOWNS SCHOOL.—Miss Lucy Robinson has resigned. Her successor is Miss Cameron, History Mistress at St. Felix School, Southwold, who passed in Honours in the Final History School at Oxford.

SEDBERGH, BALIOL SCHOOL.—The annual entertainment given by the pupils of Baliol School, in the Public Hall, Sedburgh, on December 11, took the form of a play, entitled "Pygmalion and Galatea," dramatized by Miss Skeat, Ph.D., on the lines of the poem by William Morris. The designs for the costumes were taken from Flaxman's illustrations to Homer, and the scenic background, representing a forest glade in Greece with sunrise over the distant sea, was painted by the principals. The words of the songs were taken from Carman's translation of Sappho's lyrics, set to music by Miss Skeat and Miss Copeland. The proceeds of the entertainment will be devoted towards the Swimming Bath Fund, towards which about £40 are still required.

WORCESTER HIGH SCHOOL FOR GIRLS.—The annual Speech Day took place on December 6, when the prizes and certificates were distributed by the Lord Bishop of Worcester. Canon Chappel (who took the chair in the absence of Lord Cobham) announced that the School was now an endowed school, no longer a dividend-paying company. He also made the announcement that in future it would be called the "Alice Ottley School," in memory of its first head mistress, Alice Ottley (1883-1912).

(Continued on page 58.)

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Située dans l'arrondissement de Mirecourt, en cette partie des Vosges qui forme transition entre la plaine et la montagne, cette villa se détache d'un coin de sentier en retrait au tournant de la route qui, après avoir longé, monotone, une interminable forêt, dévale brusquement en surprise panoramique sur une vallée encaissée d'un effet saisissant, où rougeioient, enrubannés de verdure, les toits du hameau de la Hutte. Ce site engoncé rappelle par le pittoresque de son imprévu et les découpures de sa vallée certains paysages de la Suisse, notamment du canton d'Aarau ; mais il s'en distingue par une tonalité autochtone et le contraste qui s'accuse entre la vision et l'impression. Malgré l'aspect riant du paysage d'où émerge d'un fouillis de plantes sauvages grimpantes la villa "Feu Follet" adossée à un bloc de roches schisteuses et que surplombe, au sommet d'un monticule de terres rapportées, le clocher d'une coquette chapelle, une sensation mélancolique, sévère même, se dégage de l'ensemble du tableau. Dans le prolongement de la vallée, une succession d'étangs piqués de chaque côté d'une rangée de pins centenaires, se profile en contrebas. Leurs eaux noirâtres et pesantes donnent à l'œil une réverbération lourde. Et plus loin, dans la forêt profonde, pas un chant d'oiseau, nulle perspective d'êtres animés ; un silence morne le jour, coupé la nuit par le cri strident de la chouette ou le rauque appel d'amour des grands chasserots aux ailes jaunes.

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Situated in the district of Mirecourt, in that part of the Vosges where plain and mountain meet, the villa stands at a little distance from the pathway, just at the bend of a long, uninteresting road, which, after skirting the side of a forest, drops suddenly, with striking panoramic effect, to a deep valley, where the hamlet of La Hutte

comes in sight, with its red-tiled roofs, festooned with foliage. This rugged bit of scenery, by its unexpected picturesqueness, and the broken contours of the valley, calls to mind certain Swiss landscapes, especially those in the canton of Aarau ; but it differs from them in its peculiar character and in the contrast that exists between what is seen and the impression received. Amid a confused tangle of climbing wild plants the villa "Feu Follet" comes into view, with its background of slaty rock, and higher up, at the summit of an artificial mound of earth, the bell tower of a pretty chapel rises above the tree tops ; but in spite of the smiling aspect of the landscape the general effect of the picture is to inspire an almost depressing feeling of sadness. Lower down, as the valley opens out, there stands out prominently, bordered on either side by a row of century-old fir trees, a series of pools, whose dark sullen waters reflect a gloomy light. Farther away, in the depths of the forest, there is not a bird note or a sign of a living creature : in the daytime a dead silence prevails, broken at night by the deep-toned hooting of the wood-owl or the hoarse love song of the large yellow-winged screech-owl.

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(Continued on page 60.)

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The landscape from Houdaille's last novel is not a model of French style. The first sentence is somewhat clumsy and long-winded, and "autochthonous tonality" strikes us as "precious" in French and is intolerable in English. We must be content with "scheme of colour peculiar to the soil." It would be an improvement to break up the sentence: "The villa is in that part of the Vosges . . . in the arrondissement (or electoral district) of M. It stands in the angle formed by a lane [*sentier en retrait* is a "back path"] which diverges at a bend in the high road which . . . makes a sudden dip and reveals with startling effect a panoramic view over," &c. *Enrubannés de verdure* is not "festooned with foliage," but "framed in greenery," the copses or meadows from which the red roofs stand out. *Engoncé* is not "rugged," but "sequestered," properly of someone muffled up, smothered in his clothes. *Qui s'accuse*: not "which exists," but "the marked contrast between the actual view and the impression it leaves." *Centenaires*: "secular" or "immemorial," not "centenary." *Se profile en contrebas* (shirked in the prize version): "in descending perspective." "Reverberations" of light is not English. Turn "The eye catches the dim metallic gleam of their dark stagnant waters." *Chasserots* is a *patois* word for which competitors have ransacked in vain the dictionaries. It cannot be the nightjar, which has not yellow wings, nor the dragon-fly (!), but I accepted any possible guess. "Gothicus" is probably right in conjecturing that it is a by-form of *chasseton*, a common name of the *grand duc*.

Monsieur Boissetot has furnished me with the following note:— "En patois bourgignon et franc-comtois, j'ai entendu appeler 'chass(é)rots' certains grands rapaces nocturnes au plumage jaunâtre tirant presque sur l'orange, le ventre et le dessous des ailes sont à peu près blancs. Leurs ailes déployées dépassent quelquefois un mètre d'envergure. Les deux spécimens que l'on m'a montrés avaient été tués en 1911 à la tombée de la nuit par un chasseur à l'affût au canard."

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bury lebte zu einer Zeit, wo in der Religion seines Vaterlandes manche Bewegung vorging, wo die herrschende Kirche mit Gewalt die Andersgesinnten zu bezähmen dachte. Auch den Staat, die Sitten bedrohte manches, was einen Verständigen, Wohlthätenden in Sorge setzen muss. Gegen alles dieses, glaubte er, sei am besten durch Frohsinn zu wirken; nur das, was man mit Heiterkeit ansehe, werde man recht sehn, war seine Meinung. Wer mit Heiterkeit in seinen eigenen Busen schauen könne, müsse ein guter Mann sein. Darauf komme alles an, und alles übrige Gute entspringe daher. Geist, Witz, Humor seien die echten Organe, womit ein solches Gemüt die Welt anfasse. Alle Gegenstände, selbst die ernstesten, müssten eine solche Klarheit und Freiheit vertragen, wenn sie nicht mit einer nur anmasslichen Würde prunkten, sondern einen echten, die Probe nicht scheuenden Wert in sich selbst enthielten. Bei diesem geistreichen Versuch, die Gegenstände zu gewältigen, konnte man nicht umhin, sich nach entscheidenden Behörden umzusehn, und so ward einerseits der Menschenverstand über den Inhalt, und der Geschmack über die Art des Vortrags zum Richter gesetzt.

An einem solchen Manne fand nun unser Wieland nicht einen Vorgänger, dem er folgen, nicht einen Genossen, mit dem er arbeiten sollte, sondern einen wahrhaften älteren Zwillingenbruder im Geiste, dem er vollkommen gleich, ohne nach ihm gebildet zu sein: wie man denn von Menächmen nicht sagen könnte, welcher das Original, und welcher die Kopie sei.

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SENIOR ENGLISH MISTRESS for Good-class Private School in the North-West of England, to teach History, Modern Geography, Literature, Grammar, and Composition. Member of the Church of England. Salary £40 Res.—No. 379.

ENGLISH MISTRESS for small Private School on the South Coast, to teach English up to Senior Cambridge standard. A recommendation to offer Games. Experience essential. Salary £45 to £50 Res.—No. 419.

ENGLISH MISTRESS for small Private School on the South-East Coast, to teach Advanced English, German, simple Drill and Hockey. Salary £45 to £50 Res.—No. 425.

SECOND FORM MISTRESS for small Private School in the North-West of England, to teach the usual School Subjects, including French, Latin, and, if possible, German. Member of the Church of England. Salary £40 to £50 Res.—No. 428.

ENGLISH MISTRESS for small High-class School on the South Coast, to teach Senior and Junior English throughout the School, and Swedish Drilling. Higher Local Oxford or Cambridge Cert., with previous experience. Salary £50 to £55 Res.—No. 429.

MISTRESS for Private School on the South Coast, to teach Arithmetic, Geography, Elementary Science and Needlework. Elementary Drawing a recommendation. Training of Teacher's Cert. essential. Salary £60 Res.—No. 438.

MATHEMATICAL AND SCIENCE MISTRESSES.

MATHEMATICAL MISTRESS for Private School in the Midlands, to teach sound Mathematics throughout the School. Degree and experience essential. Salary according to qualifications.—No. 54.

ASSISTANT MISTRESS for large Girls' School in London, to teach Elementary Physics, Arithmetic, and Geography. Experience or training and Churchwoman essential. Salary £80 Non-res.—No. 375.

MATHEMATICAL AND SCIENCE MISTRESSES—continued.

MISTRESS for High-class School within reasonable distance of London, to teach Mathematics, Accounts, and Junior English. Good Needlework a recommendation. Degree with experience and Churchwoman essential. Salary £40 to £60 Res.—No. 417.

MISTRESS for Private School in the North of England, to teach Arithmetic throughout the School. Mathematics (Senior Cambridge standard) and Modern Geography. French Conversation a recommendation. Degree or training, with experience. Salary £40 to £60 Res.—No. 418.

SENIOR MISTRESS for Private Boarding School in the North of England, to teach Mathematics (up to Matriculation Standard), General Form Subjects, including Elementary Science, and good Needlework. A recommendation to offer, Elocution or Hygiene. Experience. Salary £40 Res.—No. 450.

MISTRESS for Girls' Large Day School in Scotland, to teach Physics, Chemistry, Botany, and Elementary Arithmetic. Salary £100 Non-res.—No. 470.

MATRONS AND LADY HOUSEKEEPERS.

MATRON for Private School, within easy reach of London. The Lady appointed will be required to teach the Junior Forms. Salary £50.—No. 336.

MATRON for large Boarding School in Ireland. The Lady appointed must be a good cook with knowledge of Nursing and a Churchwoman. Salary according to qualifications and experience.—No. 354.

HOUSE MISTRESS for Private School on the South-East Coast. The Lady appointed would be required to offer good Needlework and Elementary Music. Salary according to qualifications and experience.—No. 410.

MATRON HOUSEMISTRESS for Girls' Grammar School in the North-West of England. The Lady appointed will be required to give Cookery Lessons to the Girls in the School. Salary £40 Res.—No. 416.

JUNIOR FORM AND KINDERGARTEN MISTRESSES.

KINDERGARTEN MISTRESS for small School within easy reach of London, to teach usual Kindergarten Subjects, Singing and Drill. N.F.C. Cert. with experience essential. Salary £30 Res.—No. 328.

JUNIOR FORM AND KINDERGARTEN MISTRESSES—continued.

KINDERGARTEN MISTRESS for Private Boarding School, 25 miles out of London, to teach usual Kindergarten Subjects, with good Music, Singing, and Drawing. Salary according to qualifications and experience.—No. 384.

JUNIOR FORM MISTRESS for large Private School in London, to teach the usual Form Subjects, Handwork, Arithmetic, and, if possible, Literature. French a recommendation. Salary £50 to £60 Res.—No. 389.

JUNIOR MISTRESS for Boys' Small School in the North of England, to teach Conversational French, Nature Study, Geography and Drawing a recommendation. Salary £60 Res., £90 Non-res.—No. 397.

FRENCH AND GERMAN MISTRESSES.

MISTRESS for High-class School in the South-West of England, to teach French and German. Protestant essential. Salary £35 to £40 Res. rising.—No. 282.

MISTRESS for small Private School in France, to teach French. Salary £35 Res.—No. 358.

MISTRESS for large Boarding and Day School on the South Coast, to teach French to Cambridge Higher Local and the Lond. Inter. Arts standard. Salary £60 to £65 Res.—No. 346.

SENIOR FRENCH MISTRESS for High-class School in Switzerland, to teach French in its higher branches. Salary 125 Francs per month Res.—No. 471.

MODERN LANGUAGE MISTRESS for a High-class School in the South of England, to teach French and German on Modern Methods. Salary according to qualifications and experience.—No. 472.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

These School and Teachers' Advertisements are continued from page 62.

B.A. (London) desires post in Secondary School. English, Latin, and Junior Pianoforte. French, Mathematics, or History as subsidiaries. Some experience. — Miss LOVATT, 15 Wolverhampton Road, Stafford.

AS MUSIC MISTRESS, Foreign Protestant, Officer's Daughter. Experienced high-class English Schools. Trained. Certificated Royal Conservatoire. Piano (good performer). Drawing, Driving, Cycling, Games. — 698 F. HOOPER'S, 13 Regent Street, London. Others.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C. in each case accompanied by a loose stamp to cover postage on advertiser. Post cards will not be sent on.)

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply — PRINCIPAL, Linden Hall, Clapham Road, S.W.

NORTHUMBERLAND COUNTY COUNCIL.

WHITLEY BAY AND MONKSEATON HIGH SCHOOLS.

The Governing Body invite applications for the appointments of:—

- (1) **HEAD MASTER**, stipend £300 rising by increments of £10 to £375;
- (2) **HEAD MISTRESS**, stipend £210 rising by increments of £10 to £280;

together with a sum not exceeding £25 and £20 respectively to meet a like sum paid by the Head Master or Head Mistress in respect of premiums for a deferred annuity.

Applicants must possess a University Degree (or equivalent qualifications) and experience in teaching and in the organization of Secondary Schools.

Canvassing directly or indirectly will disqualify. Application forms and further particulars may be obtained by sending stamped addressed foolscap envelope to the Clerk to the Governors.

60 Saville Street,
North Shields,
Northumberland.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work. — MAUD GLENISTER, 3 Friern Park, North Finchley, N.

ART MISTRESS for Continental School. Moderate salary. Suitable for Mistress wishing to acquire languages. — Also **ENGLISH MISTRESS**. Continent, and other vacancies. — MILERS', Educational Agents, 160 Bath Street, Glasgow.

COUNTY HIGH SCHOOL FOR GIRLS, BRENTWOOD. — **SCIENCE MISTRESS** required in January. Subjects: Mathematics, Botany, Geography, and General Elementary Science. Candidates should hold University Degree or its equivalent. Training desirable. Salary £100-£120 non-resident. Applications should be sent immediately to F. BIRTLES, Clerk to the Governors, Town Hall, Brentwood.

A SINGING MISTRESS is wanted for a Wesleyan High School in South Africa. Trained, experienced, and a good performer. Salary £100 to £120 resident and passage out. Three years' agreement. Apply, after January 13, to Miss COLLIER, Beech Corner, Chipstead, Surrey.

SCHOOL ORDERS. — A Gentleman already visiting Schools, Board, Church, and Private, can hear of additional commission by applying to McCaw, Stevenson & Orr, Ltd., Publishers, Belfast. State ground worked.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL.

CIL invites applications for the position of **WOMAN LIBRARIAN** of its Education Library. The salary will be £120 a year, rising by yearly increments of £10 to a maximum of £200, and the person appointed will be required to give her whole time to the duties of the office. Preference will be given to candidates who have had teaching experience. It is desirable that candidates should have some knowledge of English and Foreign Literature and be able to speak and write both French and German. The successful applicant will be required to undertake the organization of the routine work of the library, and to give assistance to teachers and others who make use of it.

Applications should be made on the official form to be obtained from the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned not later than Monday, 12th January, 1914, accompanied by copies of three testimonials of recent date. All communications must be marked "Librarian," and a stamped addressed foolscap envelope must be enclosed.

Canvassing, either directly or indirectly, will be held to be a disqualification for employment.

LAURENCE GOMME,

Clerk of the London County Council,
Education Offices,
Victoria Embankment, W.C.
4th December, 1913.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL.

CIL invites applications for the position of **ENGLISH MISTRESS** at its **TRADE SCHOOL FOR GIRLS, BLOOMSBURY, W.C.** Applicants must be experienced teachers of English subjects (including Industrial History and English Literature) and elementary Mathematics.

Salary £120 rising to £220 by annual increments of £10.

Applications must be on forms to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Saturday, 17th January, 1914. Every communication must be marked T.1 on the envelope. Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council,
Education Offices,
Victoria Embankment, W.C.
18th December, 1913.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL.

CIL invites applications for the position of **ASSISTANT MISTRESS** at the County Secondary School, Kentish Town, to devote half her time to teaching Gymnastics and Games, and half her time to general subjects, with possibly some German.

Salary £120, rising to £180 by annual increments of £6.

Applications must be on forms, to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Thursday, 15th January, 1914. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment. No candidate who is a relative of a member of the Advisory Sub-Committee of the school will be eligible for appointment.

LAURENCE GOMME,

Clerk of the London County Council,
Education Offices,
Victoria Embankment, W.C.
24th December, 1913.

BURNLEY EDUCATION COMMITTEE.

HIGH SCHOOL FOR GIRLS.
Principal: Miss L. J. Wood, M.A.

Wanted, on the 1st of February, 1914, an experienced **FORM MISTRESS**. Graduate, with special qualifications in Mathematics and Science (Chemistry desirable). Commencing salary £120, rising to maximum of £150. Form of application will be supplied on receipt of stamped addressed foolscap envelope. The form should be returned on or before the 9th January, 1914.

A. R. PICKLES,

Director of Education,
Town Hall,
Burnley.

GLAMORGAN COUNTY COUNCIL.

EDUCATION COMMITTEE.

SUMMER SCHOOL, BARRY.
August 4th to August 29th, 1914.

Applications are invited from specially qualified Teachers for the following posts:—

- (i) **TEACHER of PHYSICAL TRAINING for WOMEN**. Salary, £20 inclusive for the whole Course of four weeks.
- (ii) **TEACHER of PHYSICAL TRAINING for MEN**. Salary £20 inclusive for the whole Course of four weeks.
- (iii) **TEACHER of PLAIN NEEDLEWORK**, to prepare students for the Examinations conducted by the Board of Education for Educational Handwork. Salary £20 inclusive for the whole Course of four weeks.
- (iv) **TEACHER of NATURE STUDY**. Salary £20 inclusive for the whole Course of four weeks.

Applications must be made on approved Forms, which will be supplied on receipt of a stamped addressed foolscap envelope, and should be returned to the **CHIEF EDUCATION OFFICIAL**, County Hall, Cardiff, on or before January 27th, 1914.

COVENTRY EDUCATION COMMITTEE.

BARR'S HILL SECONDARY SCHOOL FOR GIRLS.

Wanted, an **ASSISTANT MISTRESS** for the above Secondary School. Applicants must possess a University Degree (or equivalent qualifications) as well as good Secondary School experience or training, and be specially qualified to teach Science. Preference will be given to candidates able to offer Botany and Nature Study as subsidiary subjects. Commencing salary according to training and experience, but not to exceed £120 per annum, rising by annual increments, subject to satisfactory service, to £150 per annum.

Application forms, which must be returned by Monday, 12th January, 1914, may be obtained from **FREDK. HORNER**, Secretary, Education Office, Coventry.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

Our ordinary scale is:

10 copies of one Testimonial...	1/-, post free.
20 " " " " " " " "	1/6, " "
50 " " " " " " " "	2/3, " "

SIZE: QUARTO OR FOOLSCAP.

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CLEAR AND UNIFORM COPIES.

WORK SENT BY RETURN OF POST.

Prices for **PRINTED** testimonials, applications &c., with specimens, will be sent on request.

KING, 45 BEDFORD ROW, LONDON, W.C.

WANTED, in January, an experienced **MISTRESS** in Dual Preparatory School, to teach good English, History, Geography, Latin, Arithmetic, Drill. Age 30-40 preferred. Suitable for lady with small income wanting interest. Salary £40, including dinner. Apply — PRINCIPAL, 38 Gloucester Street, S.W.

WANTED experienced resident **DOMESTIC SCIENCE MISTRESS**. School (45 Boarders), take charge well-equipped Cottage, teaching Housewifery, Cooking, Laundry-work, Plain Sewing. — State age, experience, salary, qualifications, to PRINCIPAL, Wincham Hall, Northwich.

MANCHESTER EDUCATION COMMITTEE.

The Committee invite applications for the post of **DIRECTOR OF EDUCATION**, commencing Salary £1,000 per annum. Forms of application may be obtained from the Accountant, Education Offices, and must be returned on or before Monday, January 26th, 1914 — to the CHAIRMAN of the EDUCATION COMMITTEE, Education Offices, Deansgate, Manchester.

Canvassing Members of the Committee, directly or indirectly, is strictly prohibited.
December 24th, 1913.

ROEDEAN SCHOOL, BRIGHTON. — Wanted, after Easter, two resident **MISTRESSES**, one for English and Elementary Mathematics, and one for Natural Science, Chemistry, Physics, and Botany — some Geography desirable. — Apply to Miss LAWRENCE, No. 3 House, Roedean School, Brighton.

ESSEX COUNTY COUNCIL. WALTHAMSTOW HIGHER EDUCATION COMMITTEE.

COUNTY HIGH SCHOOL FOR GIRLS,
WALTHAMSTOW.

Wanted after Easter:—

(1) SENIOR ENGLISH MISTRESS, who must be able to teach Scripture. Degree and good experience essential. Commencing salary £120 per annum.

(2) MODERN LANGUAGE MISTRESS for French and German. Degree and good experience essential. Salary to commence £110 per annum.

Form of application may be obtained from the undersigned, and should be returned not later than 31 January, 1914.

R. DEMPSEY,

2 Tower Chambers, Clerk to the Committee,
Hoe Street Bridge, Walthamstow, N.E.

MERTHYR TYDFIL EDUCATION COMMITTEE.

Wanted an ART MISTRESS for the Cyfarthfa Castle Municipal Secondary Girls' School. Day School experience desirable. Commercial qualifications will be a recommendation. Salary £120, advancing £5 annually to £140. Application forms—to be obtained on receipt of stamped addressed foolscap envelope—to be returned to the undersigned immediately.

RHYS ELIAS,

Director of Education.

Town Hall, Merthyr Tydfil.
December 20th, 1913.

TYPEWRITING.—Work executed with accuracy and dispatch. Plays, Sermons, Notices, &c. Authors' MSS. 9d. per 1,000 words. Translations.—Mrs. FOWLER SMITH, 18 Village Road, Church End, Finchley, N.

HEAD MISTRESS.—The Board of Management of the COMMERCIAL TRAVELLERS' SCHOOLS, PINNER, invite applications for the position of Resident HEAD MISTRESS for the Girls, numbering about 120. This School ranks as a Secondary School and is about 12 miles from London.

The pupils enter the Schools at the age of seven (a few exceptional cases earlier) to twelve, and leave when they are 15 to 16. In addition to the usual subjects of Education, they are expected to acquire a full knowledge of needlework and of other domestic subjects. For these subjects special teachers are engaged, but applicants should be able to supervise and control such work.

The salary will be determined according to experience, but applicants should state salary last received. The appointment includes private apartments, board residence, and laundry.

Further particulars with a form of application can be obtained upon sending a stamped foolscap envelope for reply to the Secretary, Mr. H. A. EVANS, 17 Cheapside, London, E.C.

REQUIRED for School, experienced MISTRESS, Science and Mathematics, good salary.—ASSISTANT MISTRESS, Mathematics and Modern Geography. £60.—JUNIOR ASSISTANT MISTRESS, must speak French. £40.—Other vacancies; MATRONS and ASSISTANT MATRONS required. Apply—SCHOLASTIC AGENCY DEPARTMENT, Army and Navy Auxiliary Co-operative Supply Ltd., Howick Place, Westminster.

TYPEWRITING (Certificated).—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—DEXTER, 4 Gainsborough Road, North Finchley, London, N.

SIMON LANGTON GIRLS' SCHOOL, CANTERBURY.—MODERN LANGUAGE MISTRESS wanted for January 14th. Residence abroad and teaching experience indispensable. More French than German taught. Initial salary £120.—Apply to the HEAD MISTRESS.

ORMSKIRK GRAMMAR SCHOOL.—Wanted a SENIOR MISTRESS, specially qualified in Modern Languages, must possess a University Degree or its equivalent, and must have had at least four years' experience in a recognized Secondary School. Salary £160 per annum, rising by annual increments of £10 to £190, and by further non-automatic increments to £220. Apply—J. R. BATE, Head Master, Ormskirk.

STUDENT-TEACHER required January for Girls' Day School (no boarders) to help with elementary English and Music. Preparation for L.R.A.M. degree offered.—PRINCIPAL, 46 Florence Road, Brighton.

TO ASSISTANT MISTRESSES.

JANUARY (1914) VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. nearly 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite *Immediate* applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH, FORM, AND OTHER VACANCIES.

Vice-Principal for school of good social standing. Must be energetic and of good personality. A lady able to take Mathematics preferred. Salary about £100 to £150, and possibly a percentage on profits. In the case of a very suitable Candidate having some Capital a partnership might be arranged.—No. 523.

Temporary Mistress for about one Term, French for Upper and Middle Forms. Salary at rate of £110 to £140 per annum non-resident.—No. 657.

New Zealand.—Junior Form Mistress for Church of England School. Ordinary Form subjects. Churchwoman. Commencing salary £70 resident.—No. 636.

Mistress to teach French throughout the School up to Matric. standard, also History. Other subjects desirable. Salary £60 resident. First-class School in Derbyshire.—No. 666.

South Africa.—Mistress for English subjects, Botany, and elementary French or Mathematics. Drill Games and Needlework a recommendation. Churchwoman. Salary £60 resident. Ch. of Eng. School.—No. 659.

Assistant Mistress for general Form subjects to Senior Cambridge standard, especially French, Geography, and Drawing. Fair salary resident.—No. 669.

English Mistress for all subjects to Cambridge Local. Good French and some Music-Games. Churchwoman. Good School at Seaside. Salary £50 resident.—No. 663.

New Zealand.—Junior Form Mistress for ordinary Form subjects; also History and Algebra in other Forms. Churchwoman. Salary £65 resident.—No. 637.

Head English Mistress for good School. Graduate desired. Good general work. Salary about £55 resident.—No. 552.

Form Mistress for usual Form subjects, including Latin, French, or German. Age over 24. Churchwoman. Salary £50 resident.—No. 654.

English Mistress for all English subjects, and Latin to London Matric. Geography on modern lines. Salary about £50 resident.—No. 647.

Assistant Mistress to teach Maths., German, Geography, and Latin up to Senior Camb. Must have had experience. Salary about £50 resident.—No. 667.

Mistress for English, Latin, German, and Maths. Superior School. Salary £50 resident.—No. 623.

Assistant Mistress for English, Mathematics, and Games. Good School. Salary about £50 resident.—No. 590.

Assistant Mistress required after Easter for English, History, Literature, and Scripture to the upper Forms; some Latin and Geography to the lower Forms. Graduate desired. Salary £50 resident.—No. 589.

English Mistress for high class Home School. Must be well educated, experienced, and a good organizer. Thorough English subjects only required. Churchwoman. Salary £50 resident.—No. 525.

200 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

70 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 6 for brief particulars of some of the Schools Messrs. Griffiths, Powell, Smith & Fawcett now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 GERRARD.

The Tutorial Institute,

39 BLOOMSBURY SQUARE,
LONDON, W.C.

Principal: J. F. EWEN, M.A., Honours.

LECTURERS AND TUTORS:

Dr. F. DALE, M.A., D.Litt. London.
F. H. SISLING, B.A., Honours English and French.
T. REED, A.R.C.S., National Scholar in Biology.
A. E. ALCOCK, B.A., Wadham College, Oxford.
W. B. EDMONDS, Fellow of the Royal Geographical Society.
Miss A. FITZPAYNE, Higher Froebel.

R. J. DALLAS, M.A., Wrangler, Cambridge.
O. D. COLLINS, B.Sc., Prize in Psychology.
C. L. WILLIAMS, B.Sc., Honours in Physiology.
E. C. LONGLAND, B.A. London.
Miss A. SPRAGG, Higher Froebel.
Miss E. KENNETT-HAYES, First Class Higher Froebel.

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The Tutorial Institute again Leads.

For the last four years the Tutorial Institute has been officially credited with the Highest Results in London. During the last 17 years we have prepared most of the candidates that have been successful at L.L.A. by correspondence.

Successes include First Class Honours in Literature for three years in succession. All awarded Honours in Education, all but one in History. All sent up obtained Honours in French. Most of the successes in English Language.

In 1913 our successes were 50 per cent. more than in previous years.

Oral Classes in usual subjects.

NEW TUTORIAL GUIDE TO L.L.A. with Syllabus,

Free on naming this paper.

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Part I. During the last two years 113 of our students have passed in all subjects, with 122 First Classes and 12 Distinctions. Top students two years in succession with Firsts in all subjects by correspondence.

Part II. At last examination 34 completed the Higher Certificate with numerous Firsts, including the *only* student who obtained Distinction in Handwork.

Elementary is recognized by the Board of Education as a Kindergarten Certificate. Many of our students have obtained it by correspondence.

Also Oral Classes for all Exams.

HANDWORK.

The Tutorial Correspondence Courses in Handwork Infants or Juniors give full instruction by experts in all the latest and most approved Occupations. Certificate of Proficiency. *Syllabuses Free.*

NEW TUTORIAL FROEBEL GUIDE

Free on naming this paper.

B.A. B.Sc.

Intermediate Arts and Science Matriculation.

Thorough Tuition by correspondence by University Graduates in Honours with special experience of the London Examinations. Successes at all the above examinations, including Honours at B.A. two years in succession. Moderate Fees by instalments.

Prospectus Free.

HIGHER LOCALS.

Cambridge and Oxford.

Composition Fee for a Pass Certificate, £7. 7s. Successes include First Class Honours.

Prospectus and Specimen Lessons Free.

These School and Teachers' Advertisements are continued from page 65.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

REQUIRED for a GOVERNMENT ENDOWED GIRLS' HIGH SCHOOL in the CAPE PROVINCE: (1) ENGLISH ASSISTANT MISTRESS for the Upper School, for LITERATURE and GEOGRAPHY. Degree, training, and experience essential. Salary £150 resident, or £200 non-resident. (2) MUSIC MISTRESS for SOLO SINGING and ELUCUTION. Salary £130 resident. (3) Mistress for DANCING, SWIMMING, Remedial Work, and Swedish Drill (lower school). Salary £100 resident. (2) and (3) must have good professional training. Outward passage paid in all cases on a three years' agreement. Apply by letter, stating full particulars as to age, certificates, training, experience, &c., to Miss GREYER, 59 Cambridge Street, Hyde Park, London, W.

KESTEVEN AND GRANTHAM GIRLS' SCHOOL, GRANTHAM.—Wanted, in January, a FORM MISTRESS to teach Geography throughout the School. Salary £100 to £115 according to qualifications. Apply at once on Form to be obtained from HEAD MISTRESS.

NORTHUMBERLAND COUNTY COUNCIL.

GYMNASTIC MISTRESS required to give instruction in Secondary Schools for Girls in the County, and to visit Elementary Schools to advise teachers regarding physical exercises for the children. For further particulars and form of application apply to the SECRETARY, Education Office, The Moothall, Newcastle-on-Tyne.

CORNWALL EDUCATION COMMITTEE.

BUDE COUNTY SECONDARY SCHOOL (Mixed). Wanted at half-term, a SENIOR MISTRESS, with degree or equivalent, some training and good Secondary School experience. Age not under 26. Subjects required: English, Geography, and Singing. Games and Drill a recommendation. Salary £135, rising by annual increments of £10 to a maximum of £175. Application forms, on receipt of stamped addressed foolscap envelope, may be obtained from the CORRESPONDENT, District Education Office, Launceston, and should be returned not later than 23rd January, 1914. 23rd December, 1913.

VACANCY, next term, in large Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9,537.*

MERTHYR INTERMEDIATE SCHOOL.—Wanted at once, an ASSISTANT MASTER to teach Classics and English in the highest Forms. A good Classical degree and some experience looked for. Salary, £150 rising to £180. Apply at once to HEAD MASTER.

STUDENT can be received at reduced fees, in a well known school, for preparation for Cambridge Higher Local Honours, London Degrees, and National Froebel Certificates. Apply for prospectus and list of successes. Address—No. 9,698.*

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"STYLISTICS."

FROM time immemorial the subject of language has occupied men's minds; the rhetoricians and stylists of ancient Greece and Rome, the scholars of the Renaissance and the philologists and phoneticians of our own day, have all contributed their quota to the sum of our knowledge of this fascinating study. There is little that we do not know with regard to language, and it might almost seem that there were no fresh fields open to the explorer. But to a Swiss professor belongs the honour of having indicated new aspects of the study of human speech and opened out fresh vistas to our ken. At the University of Geneva, where he holds the chair of Comparative Philology, in his public lectures at the Sorbonne, and in his various publications, Prof. Charles Bally has enunciated the principles of a new science of linguistics, to which he has given the name of "la stylistique." It is not possible within the limits of a short article to give a detailed explanation of this science in its entirety; a brief description of its aims and methods is all that can be offered. The most striking thing about it is that Prof. Bally takes as his starting-point the everyday language of the ordinary person. Up to now the study of linguistics has been almost entirely confined to the external facts of language, those which lie, so to speak, on the surface, grammar, history, phonetics—and here, indeed, nearly everything has been done. The new problems are of a psychological and social nature; the study of form is now to give way to something quite different. "A language (to quote Prof. Bally) is no longer regarded as a more or less complicated machine, of which the workings are to be studied, and which can be set in motion by automatic means: we are beginning to realize that it is a sum total—or, better said, a system of means of expression." Stylistics (the word is simply "lifted" from the French) has nothing to do with style or the art of writing; it does not profess to teach composition, or even accident and syntax: these things, useful though they may be, do not come within its province. It is the science which observes the thousand and one forms by which human emotion and sentiment are translated into articulate speech; it is, in fact, the science of spontaneous expression. Its object is to collect and compare the facts of language bearing this emotional or *affective* mark, to discover by what processes speech succeeds in expressing human feelings, and, finally, to present these facts as concisely as possible.

The time occupied in teaching English in our schools by no means produces results proportionate to the energy expended in imparting "grammar and composition"; every teacher has his own sad story to tell of the scrappy, indefinite, and vague vocabulary of the boys and girls under his care. And when the schoolboy grows up he still shows the same deplorable ignorance of his mother tongue, and this in spite of the enormous amount of "reading" that he does. Schoolboy compositions and the familiar letters of domestic servants and grocers are part of the stock-in-trade of the comic journalist. Yet we are supposed to study the art of writing at school, and if we learn classical or living languages we get a fair idea of the principles of grammar in general. The fault therefore must lie in the preliminary training. "Children," says Mr. Gow in the preface to his "Method of English," "blunder sadly from mere ignorance of the functions of words in their own language. . . . In truth, the higher work of schools is perpetually hampered by the neglect of English in the lower classes. It is often said, and it is sometimes true, that, sooner or later, pupils learn English grammar through Latin, but many of them learn neither, and the process is in any case unreasonable." What is here said of grammar may be applied to "composition" as well: if the word "composition" had not become a technical term, meaning the "art of producing some musical or literary piece," but had kept its etymological signification of "putting together," things might have been different. In our "composition" lessons we set up—consciously or unconsciously—an ideal of "style" which the unfortunate pupil has ever to keep before him, and by so doing we are confusing two things which are quite different

and apart from each other, namely, the standard language and the individual style of an author. The former is within the reach of all, the latter is given to but few. The history of any literature offers abundant proof of the truth of this assertion. Pope, for instance, as we know, built up a style of his own on a careful study of Dryden and Boileau, and made it personal by means of his wonderful art. The perfection of his "lucid snip-snap" seemed to the other versifiers of his day to be an easy thing to imitate; hence the literary market of that time was flooded with "copies of verses," all bearing the same hall-mark—they might all have been written by one and the same person. It is only when we turn back to the pages of the master that we perceive the difference. It is absurd to imagine that all the pupils of a given class should be of a literary turn of mind. "In a class of twenty pupils," says Prof. Bally, "we shall find after careful search perhaps one with the literary temperament, scarcely more. And the others? It may be that the others, too, are original spirits, but why should we imagine that their originality must take a literary form?" Yet this is what is being done daily in our schools, and the result is those monstrous "essays" and "compositions" which are the despair of every schoolmaster. The object of English teaching should not be to try to make our pupils emulate Shakespeare or Walter Pater, but to *talk English like everybody else*. The primary function of language is not to write books, but to express life: we are not to attempt to impart "style," but to show how the thoughts that arise in one's heart and head can be expressed in a simple and natural manner. "The spoken word is in our days a weapon in the struggle for life, and woe to him that cannot handle it!" For those whose task it is to teach English the practical questions take these forms: How are we going to give our pupils an adequate vocabulary, sufficient for the needs of daily life? How are we going to teach them to express themselves in a natural manner? How are we going to enlarge the horizon of their thought?

The answer to these queries is supplied by Prof. Bally in his "*Traité de Stylistique*" and other works from his pen.*

We must take as our point of departure that which is known, namely, the tongue actually spoken by the pupils, and not begin with the language borrowed from the circulating library or even from the classics; we must commence with such simple notions as are within the grasp of all. "Form as exact an idea as possible of the fundamental ideas expressed by the abstract vocabulary and group around those ideas the means of expression which the vocabulary places at our disposal." (The word *idea* is not to be taken in its philosophical meaning; it implies in most cases nothing more than those simple concepts which are familiar to the majority of people.) "Death, life, motion, rest, pleasure, pain, wealth, poverty, justice, injustice—these are ideas which we grasp without effort; we may not be aware of the realities which they conceal, but we adopt them without discussion, because they are part of our life, and are of the very warp and woof of our thought; true, we grasp them by instinct rather than by reason, in the value we attribute to them more than in their essence. Now, in a given state of the language the person who is speaking has in his subliminal consciousness the feeling that every fundamental idea can be expressed in different terms according as it is conceived in the mind under a logical or an emotional aspect; hence each idea has a more or less extensive vocabulary and grammatical means of expression at its disposal. All the elements of this vocabulary are more or less intimately related to each other, but they are fixed by associations of ideas which have become traditional: the vocabulary forms, therefore, a relatively coherent whole, a sort of 'molecule' the 'atoms' of which are arranged in a settled manner. An 'expressive molecule' is consequently the whole, or rather, the system, of the facts of expression grouped around a fundamental idea. The preliminary training mentioned above, i.e. for composition, consists in the methodical study of these 'expressive molecules.'"

* "*Précis de Stylistique*"; "*Traité de stylistique française*"; "*Le langage et la vie*." (The writer of this article hopes shortly to publish an English rendering of the last-mentioned work.)

If we take such simple ideas as those indicated above and try to obtain from our pupils as clear a notion as possible of their meaning, we shall probably be surprised at the ignorance and vague thinking displayed. Ask them to explain the fundamental idea at the base of a proverb, such as, "All that glitters is not gold," and you will probably get answers of this kind: "Every bright object is not an object of value," or, "Things are not always what they seem"; but few will get down to the notion of "deceptive appearance." This determination of the simple idea, called by Prof. Bally "identification," is but one of the preliminary exercises to composition, there are others equally valuable and instructive. For instance, the pupil may be asked to replace a phrase by a single word (on the spot = here), or to find "contraries" (acquit = condemn); he may be told to find the common term in a group of so-called synonyms, that is, the term containing the idea at the root of the group (practical, feasible, &c. = possible), or, given the common term, find the other members of the group. A further exercise is to identify the different meanings of the same word in different contexts (on this condition, in good condition, &c.). Figurative expressions may be replaced by abstract ones and brought back to the simplest terms (to roll in wealth = be rich; head over ears = quite). Abstract terms may be classified; thus a group of terms may be brought under one head (straight, curved, round, square under *shape*). One of the most interesting of the exercises is to take some simple story or even real event and have it related by different persons, e.g. the same tale as told by a policeman, a child, a clergyman, a navvy, &c. There is a huge variety of interesting and instructive exercises which may be gone through without taking any other point of departure than the common tongue, the language of every day. This has hitherto been neglected as being "vulgar" and undignified—as if the speech of a whole nation could ever be that! The words we use to express our innermost thoughts and feelings, the terms which are part and parcel of our daily life—these can hardly be contemptuously dismissed as being of no value. Peter Mark Roget puts the truth pithily in the preface to his "*Thesaurus of English Words and Phrases*": "A misapplied or misapprehended term is sufficient to give rise to fierce and interminable disputes; a misnomer has turned the tide of popular opinion; a verbal sophism has decided a party question; an artful watchword, thrown among combustible materials, has kindled the flames of deadly warfare, and changed the destiny of an empire." Strange that an instrument of such power should ever be treated as "vulgar"!

It may be argued that people speak differently according to their environment or social rank, that an educated person talks in another manner than an agricultural labourer. True; but, while we are willing to grant that the latter may learn a good deal from the former, we are not so ready to admit that the philosopher may learn anything in the way of language from the ploughman. Nothing that touches the real tongue of the people is too mean for study.

The exercises mentioned above are not all new; stylists, one imagines, have carried them out consciously or unconsciously, with or without system; what is emphatically wanted now is a manual or manuals for schools. Such a book or books containing exercises of the kind indicated would be more likely to supply the "long-felt want" which every schoolmaster professes to provide in his newly published Latin or French grammar.

We must, as a matter of fact, change our point of view with regard to the spoken language. Many of us have been taught to believe, and actually do believe, that language is an instrument of thought, and, as such, the servant of the brain. But, as a matter of fact, natural language is the expression of life, and what is life but action? The sources of action lie in our needs and aspirations, whether elevated or base, and everything that touches on action is conceived by means of feeling and emotion. We do not operate with pure ideas; everything that we say is coloured by our feelings, is *subjective*. If you take the most ordinary phrase in the world, as "It is raining," this "judgment" is not a mere statement of fact, except in rare cases (e.g. in reply to a question), it is the

expression of a feeling which may be one either of pleasure or of pain, according to circumstances. And so of every utterance of the human tongue. Hence syntax and the so-called "logic of grammar" do not teach us everything; the importance of formal grammar is in any case over-rated. The ideas expressed by grammar are, of course, of value, but the mere statement of them does not make them any more real. As mental discipline syntax may have its uses, but it is absurd to think that every person who speaks "correctly" has the rules of grammar like a signpost at the back of his brain. At its best syntax may give us some notion of the logic of language, at its worst it may serve as a rule-of-thumb test of the "correctness" of a sentence. Logic does not explain all the facts. "The grammar we learnt at school taught us to look for intellectual distinctions everywhere, and we have continued to apply this unhappy principle to the interpretation of the facts of expression. No one pretends to deny that such intellectual distinctions actually exist, but it cannot be admitted that they exist in an isolated state, and that they alone form the majority of facts that are capable of analysis. On the contrary, most of the distinctions that our instinct causes us to find spontaneously in our native language are based upon the subconscious impressions of which the facts of language are the vehicles and symbols, and—this is the important point—these expressions lead back to a certain number of fundamental types."

Such is a brief account of the new science of Stylistics. The absence of manuals is unfortunate, though an alert master can do a great deal with any simple text. Tentative and timid efforts have indeed been made in many of our books on "Composition," but the fatal ideal of "style" has always proved an impediment. Let us dismiss the idea that we are to make *writers* of our pupils, and concentrate our efforts on turning out *speakers*—that is to say, not orators, but people with a good knowledge of their mother tongue and its resources as an organic whole, capable of expressing themselves clearly and naturally on all that concerns their daily life. We shall thus produce men and women possessing a profound respect for the mighty instrument of speech as used daily and hourly by millions of human beings all over the world. We shall by no means neglect the "irreducible minimum" of grammar and logic, but we shall cease to consider the label as being of more importance than the flower itself.

F. H. G.

FAMILY GHOSTS.

A RAINY afternoon, solitude, and a bundle of old letters. The firelight flickers, and in its flickerings the tawdry modern furniture and ornaments grow dim, yielding to the stately precedence of the old; the poor accretions and mere pitiful veneer of a new and frivolous generation fade into insignificance before the conquering associations of a stern old-fashioned past. Friendly ghosts move the pale upholstered chairs and shining tables back to their accustomed places, evoke, suppress, transform, until the room has reassumed the prim simplicity that impressed me as a child. Family portraits, Oliver Cromwell refusing the Crown, scenes from the life of Christ, Burgomaster Hieronymus Holtzschuer, Highland Glens, Sheep grazing on the ruins of Ticonderoga, look down upon me from the walls—kindly, I think. If I will I may leave my armchair by the fire, and, treading noiselessly on the soft fur mats, smell the fragrant rose-leaves in that large china bowl or set the crystal pendants on the chimney-piece a-swinging, admire a marble Hebe beneath her oval canopy of glass, or gaze upon the woolliness of men and trees in samplers and the faded silken profile of a maiden queen. If I cross to the bookshelf I know I shall find, on the left, by the red window curtain, treatises on astronomical observation and the art of dialling, Goldsmith's "Animated Nature," and five volumes of John Wesley's "Compendium of Natural Philosophy." Just below, very worn by constant use, are D'Aubigny's "Protestant Reformation,"

Calvin's "Institutes," Charnock's "Sinfulness and Cure of Thoughts," the complete works of John Bunyan, Howe's "Re-deemer's Tears wept over Lost Souls": while a higher shelf contains books suggestive of lighter reading and a feminine touch: "Songs of Home and Happiness," Cook's "Letter Writer," the poems and prose remains of Henry Kirke White, a manuscript of cooking recipes and another of homely cures. All these were favourite books long pondered over and often read. If I choose, I may reverently turn their well-worn pages and enjoy many a quaint illustration and marginal note. Then I may sit by the fireside and hear once more in the waning light a Mozart or Beethoven sonata played with clean unemotional touch, or memory may evoke in lighter vein the Invitation to the Waltz, Scarlatti, even Liszt, but never the passion of Chopin or the madness of Schumann! One might as well expect to find Swinburne and Rossetti on the bookshelves. None of these have ever entered here. The spot remains a curiously isolated oasis of eighteenth-century culture; all other movements and influences have failed to reach it or have passed it by.

The substantial red-brick house stands as a mute protest against the mushroom growth of showy villas and sordid terrace property that has sprung up around, and its well-laid garden plot with lawn and sundial, drooping ash, espaliers, and box-edged paths, is a silent condemnation of the alternate ostentation and slovenliness of other gardens that adjoin. All here has ever been orderly, decorous, and suppressed. Nay, I speak unjustly—otherwise expressed. For the place is no mere husk or shell; it is like some well-cut plain old garment that still to sympathetic eyes recalls the wearer's form. But I will not look at books nor listen to the music now. I have been reading old letters, and it seems best to sit still awhile in the firelight, seeing dream faces and hearing dream voices out of a vanished life.

The strong man of the family was plainly David Thirkell. He had an invalid daughter and a scapegrace son. The daughter, on painted glass in the room where I am sitting, walks among red roses in a thin *décolleté* muslin dress. She writes no letter without expressing her conviction that her phthisical sufferings are the dispensation of a merciful Providence, but still is human enough to consider a good deal of querulousness consistent with piety. The scapegrace son has left some amusing sketches, among them one of a fair maiden leaving church on Sunday, gowned in ample silks and wearing a large straw bonnet that rests on a semicircle of stiff little curls and has handsome strings tied in a broad bow beneath her chin. She is pursued by a gallant youth carrying an elegant cane, in box hat, coat with wide revers, and high folded cravat. Under the sketch is scribbled, "Miss T. and Mr. S. A Religious Courtship." Family tradition describes the artist as most consistently drunk, perennially charming, a wit, and a plaguy wag. However, now and again hard work or epistolary effort appears to have had a chastening effect upon him. This is how he writes to his "dear Sister" visiting at Newcastle in 1820:

With pleasure we received yours of the 11th inst. I was just going to write to you again, though you may easily conceive that opportunities are very scarce with me, being engaged from Six in the Morning till near Nine in the Evening. We are glad to hear that your gratifications are still enlarged by a change of scene, with the addition of an agreeable view of the watery world. I hope you will not let any opportunity slip, without embracing every advantage that may present itself, and that your mind may be filled with gratitude for the kindness of your friends and the many indulgences you are favoured with.

But sentiments so eminently becoming and appropriate do not last long. In the very next paragraph he falls from grace:

We feel much pleasure to hear that your aunt and cousins are all well, but I felt disappointed in observing nothing said about my Cousin Thomas.

A perfectly innocent remark, if we did not happen to know that Miss Mary Thirkell was deeply in love with Cousin Thomas, verses being extant that prove it beyond a doubt. Not content with this sly thrust, the rogue writes at the very bottom of his first page of broad gilt-edged paper:

You request us to send all the news we can. I will endeavour to pick

out a few fragments, but as yet I know not what. Your very particular friend Miss Ford is no more.

After this nicely calculated pang, with what anxiety do we, as erst Miss Thirkell, turn the page and read :

On Friday week she dropp'd before the altar and rose again in the character of Mrs. Dibb. My mother and I met them in procession to the church on the Sunday following. She called two days before her nuptials to enquire after you, and expressed a hope of receiving a very long letter from you very soon.

After all, a kindly wag ! Then he gives his sister a whole budget of matrimonial news, and follows it up with a graphic account of the adventures of a lunatic friend,

who, though recovering, is not yet come home from the Refuge. He made a desperate leap through a lofty window. Dr. Anderson and the Keeper chanced to be on the Ground, which rather broke his fall (!), so that he escaped unhurt. His reason return'd almost immediately, and has continued ever since. The doctors now call it a Brain Fever.

With a disorderly paragraph containing two bankruptcies, cold and rainy weather, and the death of Bradley, the Yorkshire giant, who measured nine feet in his coffin, the letter concludes, after the conventional greetings to the inevitable string of relatives, of course. It is "franked" at 9d., and was delivered at Newcastle on July 17, 1820.

David Thirkell, the father, must have been a delightful person, but beyond a few kindly letters to his daughter, in one of which he tells her to buy "a new bonnet, spencer, frock, as they are worn, and anything you want ; I will send the money," and ends with the pious wish that she "may enjoy every needful Blessing both for Time and Eternity," very little of his personal correspondence survives. His personality is rather everywhere assumed than especially indicated ; his presence is elusive but all-pervading. A vast amount of documentary evidence attests his money-making and lawsuits, and some result of his energetic grasp of affairs domestic and commercial remains in this pleasant brick house with its old-time garden. Personally, I have come to look upon him as a sort of compendium of the gentlemanly virtues of his time, and to find in him something peculiarly English, almost Shakespearean. It is through a worn leather-bound pocket-book that he thus captivates my imagination. It is impossible, without reprinting the whole, to do literary justice to this small book, but a few quotations from it may give some idea of its quaintness and charm—I had almost said of its virtue.

It opens with a list of "Peeresses in their own right, either by Creation or Descent." Then come the holidays to be kept during 1775 at the Exchequer, Stamp Office, Excise Office, Custom House, East India House, and South Sea House. Next, an ingenious code, which "saves the trader's memory from a load that would encumber it, or prevents his turning frequently to his bills of parcels where his memory is deficient." Two pages are then devoted to the rates of London watermen, hackney-coach men, and hackney-chair men. The latter, we learn, "are obliged to go one mile for a shilling, and one mile and a half for eighteen-pence," and "a shilling coach fare is an eighteen-pence chair fare." After "Tables of Interest and a new Marketing Table by the pound, yard, stone, &c.," there is a series of short essays which are delightful reading.

They are wide of the mark who make the education of youth so laborious and abstruse, whereas little more is to be done than to inculcate true notions of things, not as characterised in this or that language or defined in any particular treatise, but as they are in nature, and as youth is likely to experience them in the course of life. Yet this knowledge is not to be wrought into them by chiding and harsh usage ; on the contrary, they ought to be treated tenderly, by descending to their capacities, and leading them gently step by step, and a proper indulgence render a proper restraint the more easy. — On Education.

Those marriages generally abound most with love and constancy that are preceded by a long courtship. The passion should strike root and gather strength before marriage be grafted on it, for a long course of hopes and expectations fixes the idea of our minds, and habituates us to a fondness of the person beloved. . . . An agreeable person not only occasions, but continues love, and promotes a secret pleasure and complacency in the beholder, when the heats of desire are extinguished. It puts the wife and husband in countenance, both among friends and

strangers, and generally fills the family with a beautiful and healthy race of children. . . . No one thing is a greater mark of a degenerate age than the common ridicule which passes on this state of life. A happy marriage has in it all the pleasures of friendship, all the enjoyments of sense and reason, and, indeed, all the sweets of this life.—On Love and Marriage.

As curiosity is a passion peculiar to rational beings, it has a power over both sexes, and is prevalent in all degrees of mankind. We may view it in the servant, as well as in the lady of quality ; in the tradesman and the philosopher. It is observed as one of the first passions we discover after our coming into life, and one of the last we retain in departing from it.

And then, alas !—

Curiosity is nowhere more prevalent than in the female sex, and their desires generally turn on things which, if known, would give them the greatest uneasiness. The impertinent part of curiosity is ever hurrying some of the fair sex to fortune tellers, astrologers and cunning men and women, which occasions more uneasiness in private families than any foible whatsoever.—On Curiosity.

Ceremony is described as—

Nothing else than the art of disguising our own faults in compliment to those of others. Good manners is founded on this single rule, "To bear with the frailties of others, and take care that our own shall not offend ;" if we should add a grace in doing trifles, and ease in affairs of moment, we exhibit an accomplished person, and ceremony can add no more.

The last fourteen pages of the work are devoted to music, singing, and dancing. The tunes are attractive and so are their names : "The Shepherd's Delight," "Sweet Kisses," "Willy of the Green," "The Complaining Maid." Some are songs sung at Vauxhall and Marylebone by famous singers of the day—e.g. Mrs. Hudson, Mrs. Vernon, Mr. Dubellamy. Did David, we wonder, hear Mrs. Hudson sing her famous *rondau*, "Why should we of humble state ?" when he made the journey to London in 1782, the expenses of which are entered on a blank page of his pocket-book ? Was the lady mentioned in one of his letters from Hull his frequent partner in "London Tavern," "The Alderman's Hat," and the other fashionable country dances of the time.

Your Mother [he writes] was at the Ranters' Meetings. They held a Camp Meeting the whole of Sunday on the west side of New Dock, which was attended by thousands of people, but I did not see them, for I trust that my mind is fixed on a more Sure Foundation.

Or did he "Allemand, then foot it sides and turn" with some other maid ?

The whole is well worth thinking over. The old letters lift the veil from the past and many forms may be discerned. Besides David Thirkell and those that he begat, there are country folk who write disjointedly and at long intervals of money losses, cattle, woodmanship, and the vicissitudes of county families. Calamity alone seems to make them really articulate, for their longest letters narrate in lugubrious detail the deaths of those they loved. There is also a voluble divine consumed with missionary zeal, and impressive even now in his conviction of the impending final dissolution. There are ladies, too (his spiritual co-heirs, no doubt) who write to each other, and pay 9d. for the letters, apparently with the sole and undivided purpose of reminding each other of the coming Day of Doom. They seal with adhesive texts or the impression of a mortuary urn. Others, again, are at pains to compose or to transcribe verses like the following :

Who makes me of his joy partake,
But, if aught chance his peace to break,
Tries to conceal it for my sake ?
My Husband.

Or these :

Marriage was formed in Heaven ! 'tis Heaven on earth
When it is founded on esteem and worth.
Oh ! what were man if woman ne'er had smiled ?
A lonely wretch, his Eden but a wild.

And so on for some seventy lines. Most of these ladies have left careful inventories of household store, and the "ranting" dame never destroyed the accounts for her daughter's schooling. One or two travel abroad and write urgent letters to seaport friends to recommend maids, and find out the times

of sailing vessels. All these and many more have written the old letters I have been reading. Would they, I wonder, have greeted me with the right hand of fellowship? Possibly not all of them. But every one, I believe, won a measure of favour or charity from the owner of the worn old pocket-book.

M. H.

NOTES ON GIRLS' SECONDARY EDUCATION IN CANADA.

THERE are only two types of institution, broadly speaking, at which girls can receive secondary education in Canada, the "high" school and the "private" school. Neither term has its English use or limitation. The "high" school is a secondary school supported wholly or chiefly by public funds and managed by popularly elected trustees; the "private" school is any other school, whether proprietary, charitable, managed by a religious community or by trustees of a particular denomination or privately owned by its principals.

The high school is called a "collegiate institute" in Ontario and several of the other provinces, when it is large enough to obtain a staff and equipment of stated size. This high-sounding title is seemingly much appreciated by those connected with the institution, but it does not imply any advance in status. It is, as they say, a real "secondary" school—that is, it only takes pupils who have finished their primary education and prepares them to enter a University or normal school, should they so wish. The course is for three or four years and the entrance age varies from twelve to fifteen.

These schools have the following advantages. They are generally free, and their equipment is good, frequently magnificent; buildings, ventilation, furniture are as imposing as the town or city can afford, and can easily be renewed every few years, when the school site rises in value and the whole affair may be moved and lavishly rebuilt without extravagant calls upon the taxes. They are also fairly accessible, as the law provides for their opening, even if they begin in a few rooms of the primary school, as soon as there is a reasonable demand for them. In them the student is sure of obtaining a standard preparation for various examinations, notably for University entrance or normal certificates. In the West there is an increasing tendency to diversity of courses; commercial and household training are often open to girls.

These great advantages would be still more appreciated if some boarding houses for girls were connected with the schools. As it is, the fact that courses and textbooks are uniform throughout the province ensures that the pupil who is obliged to move from one school to another in the same province finds her work little hindered. But the parents of a girl living remote from town or city must choose between boarding her somewhere in a town and paying "non-resident" school fees as well, or sending her to a private boarding school.

Some parents also object to co-education, and many wish their daughters to receive religious instruction, especially Bible teaching, at school. From an outsider's point of view, the high school has certain other disadvantages—some recognized by the teachers themselves. In the interests of education it is tragic that the girl's work should change so abruptly from primary to secondary. Four or five new subjects are begun together—algebra, sometimes geometry, one or two sciences, two foreign languages. The last is a desperate matter. A quite common result of beginning French and Latin together at this stage is for the astute pupil to disregard the pronunciation of both equally. For instance, a girl entering for matriculation can achieve a pass without oral French, so she economizes energy by pronouncing all her French as—Canadian English!

Again, old subjects are kept which might well be completed in the primary course. English grammar of an elementary type is still studied, so are writing, spelling, and arithmetic. In composition lessons the progress is often not very definite. One hears students in the high school still telling easy stories

in oral work as they do in Grade 2 or 3 (answering to Standards I and II in England) of the primary school.

The result is a time-table crowded beyond the imagination even of an English secondary teacher. All lessons are cut down to half-hour periods or sometimes less. Certainly they save time by having no assembly, and scanty prayers; in some provinces physical education is neglected, in some art, in most music. On the other hand, some add to the crowd of subjects compulsory household science for girls and manual training for boys. Half, or all, Friday afternoon is often devoted to a "literary society" meeting—that is, a small concert by the staff and pupils, extremely varied, but most unliterary as a rule. Obviously, much of the work will be superficial on both sides.

The "tone" of the "collegiate institute" is curious to an English observer. There is very little corporate spirit aroused in so short a period, and what does develop is not very satisfactory. The students are treated as if already at college; Tom and Mary Jones become "Jones" and "Miss Jones," and quite exempt from discipline of any English type. A lack of "rules" is excellent in its way, but, if it leads to each teacher making his or her own rules and punishments and standards of behaviour, it does not satisfy. The average teacher controls merely by popularity; they say it is wise to "make companions of the students." This means that the student, who has probably no special impulse towards such companionship, is apt to become the superior partner. The students' attitude towards the staff is peculiar, but supremely frank. A curious illustration of this occurred last year, at the prize-giving entertainment given at the collegiate institute in one of the largest cities of Saskatchewan. The staff took no part whatever in preparing the performance, yet for two days or more the students were practically free from ordinary work, in favour of rehearsals.

The first part of the program was chiefly musical—various solos, part-songs, and choruses of no interest were ineffectively performed. The most entertaining item was a burlesque drill by boys dressed as music-hall tramps of different types, but all assuming intoxication. The second part of the performance was a little play, "A Case of Suspension." Three girls in a "seminary" invite three undergraduates from a college near by to a secret feast. A professor discovers the provisions, and, in order to identify the culprits, gets into the basket in which they intend to raise the boys to their window. They make terms with him, however, while he is hanging between earth and sky, and he has to join the revels. The lady principal arrives while these are proceeding and is induced to follow the professor's example. The seminary servants join in, and all is merriment.

The performance was enlivened by witticisms aimed at the teachers, and especially at the principal of the collegiate. These were uproariously applauded. The moral evidently was that the young people knew what was best for themselves, and even for the faculty on occasion.

This performance was the chief annual function of the school, widely advertised and reported, and open to all who would buy half-dollar tickets. On discussing it later with a seventeen-year-old student of another collegiate institute, we tried to arrive at her attitude towards her own teachers. "I cannot imagine one of them telling me to do something I didn't want to do," was her remark.

One result of this lack of distance, rather than lack of respect, between student and teacher is a gain in sincerity. A Head Mistress of much experience said to me of her pupils, "If they are naughty, they are always found out." There is little motive for concealment. So, if respect is shown, it is felt, and the student is not tempted to hypocrisy. One must also make full allowance for great differences between Canadian and English children. The former live in a country where intercourse is simplified by the lack of conventional, one-sided deference; "sales lady" and shopper, pupil and teacher, child and parent, meet on a level, on simple, business-like terms, almost always courteous on both sides, and even cordial, if both desire it.

Again, the girl of thirteen to seventeen is no child in Canada. She has lived with grown-up people from infancy;

nurseries are almost unknown. She has assumed responsibilities on her own account, and often on that of others, at an early age. Many a high-school student has earned money, at teaching or other work, with which to support herself during the course. It is common for the girl students in Saskatchewan, for instance, to take a "third-class teacher's diploma" after one or two years' work at the collegiate, and to teach in a rural school for a year or so before proceeding with their own work. Some of these "prairie schools" are open only for two or three months in the summer, and the students can then teach in them at about £10 a month during the long summer holidays. Such girls have all the assurance and independence of a woman of forty.

Among the advantages of the private schools the chief are that all of any size take boarders, and almost all give more or less definite religious instruction. Many of them are extremely like English boarding schools, as is only natural when one considers that the staffs are generally English; the Canadian mistress does not adapt herself readily to "resident" work. There are a few, however, that resemble American rather than English institutions; a large new "college" at Calgary, for instance, with a Methodist connexion, is absolutely co-educational.

Even the most English of them differ from "Old Country" schools in the prominence they give to social training. The girls, and even mistresses, generally have weekly "at home" days, on which they receive relations in their best attire. Parents haunt the schools, and take genuine, even technical, interest in their children's productions. This difference is due to the difference in the girls' position. Other local influences affect public and private schools in much the same way; in a city where for various reasons the girls at the public schools work hard and intelligently, the same reasons will make the pupils of the private schools satisfactory; if the private-school mistress complains that her girls only want "a good time," the neighbouring "collegiate" will generally echo her. It is a matter of locality, and personal influence in neither case seems able to counteract it efficiently.

Other advantages of the private schools are the continuous education given (though at least one large high school in the province of Quebec shares this distinction) and the individual care of the pupils. The latter is hardly possible in the high schools. I asked the geometry master in a large collegiate in Ontario whether the students gave him in much written work. He said they never did any, as it would be impossible to correct it. One or two worked out exercises on the blackboard in class. Individual attention is a great feature of the moral and intellectual training in the private schools. One of the largest offers private coaching in any subject at so much an hour; any girl may ask for help, not necessarily in her weak subjects, and have a mistress's sole attention as often as she likes.

The moral training is difficult to gauge, but the personal influence of the teachers has far greater force than in any high school and is almost extravagantly valued by the parents. Discipline, even in the convents, is usually less severe than in English schools, but arrangements prevail by which the mistress and pupil see a great deal of each other.

Æsthetic training has almost its only chance in the private schools. Drawing, which is excellently taught in the primary schools of the western provinces, is generally crowded out of the high school curriculum, or is taken only in the first year, and no studio provided. In some of the private schools it is wonderfully taught, generally on the Ablett system. Unfortunately the convents still give much time to copying the most appalling designs and studies, but they teach beautiful embroidery. Music has a poor chance in the high school; it is a subject to which the Canadian child should give much time, for its ear is dull and its voice harsh. Only in private schools at present can one hear singing worthy of the name, and the allied arts of dancing and recitation generally receive some attention.

There is no doubt that many more "private" schools are and will be needed in Canada, but the day has gone by when "any woman could put up a sign and start a school." The

inaugural expenses are far greater than they were. The school must be central, or at any rate on a car route, in a country where the children cannot face the weather for longer than five minutes during six or eight severe weeks every winter. Land in such positions is at fabulous prices, whereas it was absurdly cheap ten years ago. The magnificent buildings and equipment of the high schools and the general swift advance of the standard of comfort make it almost necessary for a new school to impress the public by a specially built, well warmed and lighted, and expensively equipped house from the first. Private capital is now hardly equal to the strain, and here and there small companies are being formed to provide schools for both boys and girls, generally with a religious bias. A company of this type formed definitely with the object of establishing Church of England boarding schools in cities where none exist might at the present moment do more for the future of that Church than any other missionary enterprise. There are few cities where a convent school cannot be found, and most of them have a large proportion of Anglican scholars whose parents have no choice except between the convent and the high school. Such schools should also try to keep in touch with the University of their province or city. Education of girls is much hampered in the eastern provinces by unnecessary distances between the "English" private school and the Canadian University to which it should lead.

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GERMANY THROUGH LONDON BOYS' SPECTACLES.

LAST year twenty boys from the King's College School, Wimbledon, went for a tour in Germany, under the guidance of Herr Koch, the Senior German Master. I have been privileged to see some of the descriptive essays written by these young pilgrims, and entertaining reading they are.

Seeing the Kaiser was a memorable incident in the tour. Accompanied by the Kaiserin and Princess Victoria Louise, he chanced to visit Saalburg while the boys were there. The schoolboy salute was graciously acknowledged. One of the party, with an eye for comedy, recalls an amusing collision between enthusiasm and Teutonic officialdom. "— pushed himself to the front of the crowd and called for three cheers for the Kaiser. He was immediately, to his indignation and our amusement, thrust into a large puddle by a gigantic policeman. After this he was invariably known as 'the man that tried to cheer the Kaiser.'" We are told that the Kaiser "looked very handsome in green forestry costume."

One sparkling essayist was repeatedly impressed with the height of perfection to which eating and drinking have been brought in the Fatherland. "The Town Hall of Elberfeld is very fine," he writes, "and I imagine that few industrial towns could show such a fine council chamber. Underneath the Town Hall is the *Ratskeller*, a fine restaurant and town wine-cellar, presumably for the convenience of the councillors." This is a truly aldermanic touch.

And, again, in schoolboy fashion, "I should like to say a word about the best of German institutions—the *Automat*, or automatic restaurants. You can obtain all kinds of wines, coffee, and chocolate, sandwiches, and cakes by merely putting a 10-pfennig piece into the slot. These are most useful, and form another example of the high art." But one diarist lets fall a sympathetic tear at the absence of "tuck-shops" from the German schools—"one little amenity of English school life that is missing is the tuck-shop. True, an old man comes round at the pauses between lessons and sells various dried fruits, but I heard from one of the boys (on the last day, of course) that his habits of preparing them for sale were not above suspicion. Still, he did a good trade."

A paragraph on railways is worth quoting. "We always found the German carriages very comfortable, the third class being better than Belgian, or even English, second. In many Belgian carriages only a small part of the window can be opened. Also the German lavatory accommodations are much better than English or Belgian. In Germany not only is railway travelling cheap, but schools or school-parties are carried at a reduced cost, and this facility was accorded us." And again: "The stations are always clean and well built, for the Germans realize that stations and post offices"—Mr. Samuel might take note—"can be made an ornament to a town."

German beds were not so comfortable. "They have an unpleasant way of letting your feet come out at the end, if you turn about too much." But of the hospitality which sprang up everywhere—a thousand people waited in welcome at one station—there is abundant praise. "Three glorious weeks among the hospitable German people."

The steel works of Haniel & Lucy were visited. "Those of us who had cameras had to give them up. They have a good plan of hiding the dirty part of their factories," writes a future town-planner, "by erecting fine offices to face the street. In fact, it is only the tall chimney-stacks that let you know that Duesseldorf is a town of great steel-works. I was greatly impressed by the delicate adjustment of the massive-looking

hydraulic forging presses. We saw immense long propeller shafts being pressed into shape with ease."

Several naive touches come out in "doing" the Rhine. Castle Marksburg is best," confesses one young observer, because "it has not been 'modernized' like Stolzenfels." The arrangements inside rather appealed to the writer, especially the fireplace for boiling the lead to drop on people who attacked the Castle. Later on, in Frankfurt, a legend about a bridge across the Main caught the fancy of all the essayists. Here it is in the words of one of them. "When it was being built the two sides could not be joined together. They kept on breaking mysteriously in the night. In despair, the builders called the Evil One to help them. He promised to do the work for them if he was given the soul of the first living thing to cross the completed bridge. The wily builders drove a cock over the bridge."

A long sojourn was made at Godesberg, "among the finest watering-places in the Rhine Valley." The principal of the Paedagogium, a very large school, was particularly kind, and for days the London boys and German boys mixed as play-fellows. "We were greatly surprised," says the diarist, "to see a small zoo attached to the school. It contained many kinds of small animals and birds. They were all looked after by a special committee of boys." In the Palmengarten at Godesberg English music was played in honour of the young guests. At times the boys reciprocated by rendering German folk-songs learnt at King's.

The wine cellars of Deinhard & Co.—"which, by the way, we thought to be a very appropriate name"—the bottling of Godesberg natural mineral waters (some for King George), the cleanliness of the newer German towns, a Zeppelin airship, a music hall at which "many of the turns were English," the use of sand for blotting-paper in the Town Hall at Cologne, an evening with a German schoolmaster—"we drank 'Mai Bowle' and ate cakes and sang all kinds of songs, including 'Everybody's doing it,' which was much appreciated." These are a fragment of the themes on which these twenty "innocents abroad" make spicy comment. And the closing note is best: "We had a good reception indeed, which goes to point out that a friendly feeling exists between England and Germany." S. W.

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(Continued on page 82.)

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The Coryston Family. By MRS. HUMPHRY WARD.
(6s. Smith, Elder.)

In this column all that can be allotted to what has been proclaimed by a host of reviewers as the novel of the season is an afterword. The first feature that strikes one is Mrs. Ward's pre-eminence as an impressionist. She sits in the Ladies' Gallery of the House of Commons, makes a thumb-nail sketch, and then renders it in words that make it clear and distinct as a Dutch painting. The same with the two country houses where the scene is laid. So, too, with the characters. They are not photographs, or even composite photographs; but we can often tell who has sat for a model, and feel sure that in each case there was a model. "Mr. Glen-William" is a transparent pseudonym, like Mr. Hewlett's "Bendick," but he is a lay figure, an Aunt Sally for everyone to have his fling at. What really interests the authoress (and her readers) is the religious problem, the struggle between the Church and free thought, and this is skilfully presented by the protagonists, Mr. Newbury and Lord Coryston. Our personal sympathies incline rather to the ascetic aesthete than the *frondeur* peer; but the double tragedy to which the Catholic law of divorce leads clearly shows that *tantum religio* is Mrs. Ward's last word. A secondary motive, less conspicuous but underlying the whole story, is a rooted antipathy to woman's suffrage. As one of the characters bluntly puts it, "When women meddle with politics it is the very 'devil.'" Whether the possession of a vote would make women more or less meddlesome is a pertinent question, but we are reporting, not criticizing. The novel ends abruptly. Mr. Lloyd-George goes down in another Titanic accident, and the Coryston property

is divided between the rival brothers—honours easy, but the Conservative wins the old trick.

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This story of a young man's life at one of the "thirteen American colleges that count" is very readable, and seems as if it might be a true picture. Its tone is healthy, and the young man yields to the admonitions of his friends against gambling with a readiness we could well bear to see imitated a trifle nearer home. The Great Sandy is an object of worship among the juniors to an extent one hardly expects in the States; he is well delineated, and the athletic contests are also graphically described. A safe book for lads, but the way the young man renounces his inamorata out of friendship savours more of the passivity of Oriental than American women.

"Here are Ladies." By JAMES STEPHEN. (5s. net. Macmillan.)

Some American young folk were discussing a *risqué* novel. They decided that it was enchanting, but not suited for parents. The reviewer wonders how these "Ladies" ever found their way to the staid and serious shelves of the Journal; it cannot be recommended for Sunday or day-school libraries, but doubtless tired teachers will be glad to study the art of Mr. Stephen. It is delicate, allusive, suggestive; very real, and true to life. "The Triangle" is especially clever. A lady is married to a heavy, idle husband, and has just waked up to the fact that he is a shocking bore, and ought to be compelled to work, when her cousin comes to pay a visit. She finds the husband intensely interesting, but the wife promptly ejects the Snake from Paradise. The girl with three brothers—rude, opinionative, who pinched her and kicked her hat—makes another telling, impressionist sketch. She falls in with a young man of another type: "Every word he said was uttered tentatively: it was subject to her approval: and if she opposed a statement he dropped it instantly, and adopted her alternative as one adopts a gift. . . . He spoke, too, of the loveliest things imaginable—matters about which brothers had no conception, and for which they would not have any reverence." That is in the highest degree probable; but, when Mr. Stephen says that "the girl who has been reared among brothers has few defences against other males," the reviewer begs to hold a contrary opinion. These brief sketches—by an Irishman, it seems—show much psychological insight, observation, and a good deal of artistic simplicity.

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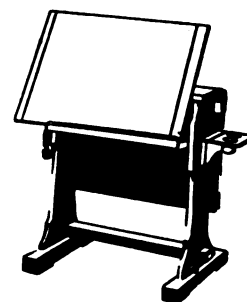


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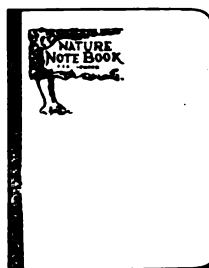
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X Transfers and Partnerships are on pages 91, 92, and 127; other School and Teachers' Advertisements are continued on pages 92, 93, 129, 130, 131, 132, 133, 134, and 135. X

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OCCASIONAL NOTES.

THE Conference Week of Educational Associations—now a *fait accompli*, as our Conference Supplement testifies—has suggested to the President and Council of the Teachers' Guild the formation of a separate and independent Society of Education to carry on this special work of the Guild, and by means of other meetings, local branches, and the publication of transactions, to promote the study of Education as a science. Few are old enough to remember the old Education Society, of which A. Bain, S. Laurie, E. Thring, R. H. Quick, and its founder, C. H. Lake, were leading members. It formed the nucleus of, and was absorbed by, the Teachers' Guild, and it is a natural step in evolution that the Guild should attempt to unite in one body all the various associations of teachers which have since sprung up, and enlist at the same time all who as legislators or administrators are actively interested in education. There is, however, no intention that the new Society should absorb the Guild, which, it is hoped, will carry on and extend its social, economic and legal sphere of work while co-operating with the Society. The draft constitution is, as we write, being considered by the Council, and we hope to be able next month to publish the details.

VISCOUNT BRYCE—whom we congratulate on his well-earned peerage—in his address to the Conference of Educational Associations asked why English boys cared so little for learning, and suggested many answers, without plumping for any one of them. No doubt the weakness of our young barbarians was correctly diag-

nosed, though when we compare them with their German cousins we must remember how much the *Einjährige* system stimulates the young Teuton's thirst for knowledge. We are inclined to think that the national carelessness about intellectual pursuits springs very largely from two causes, both historical. The first is the fact that we won our position in the world at an epoch when knowledge and brains counted for much less in the race for wealth and power than they do at present. The second is the predominance for generations in our public schools and grammar schools of a system of education which appealed only to a few and presented itself to the many as an unintelligent grinding at the mill. But, whatever be the cause, the desire to *do* something is one of the bedrock facts of the British schoolboy's mentality. Even our old classical education recognized this, and attached far more importance to writing prose and making verse than to assimilating the matter of the authors read, whereas in German schools the order of these elements in importance is reversed. The practical deduction from these considerations is that any system of modern education which we evolve must give full play to this desire for creative activity, or it will not be a success.

THE Private Schools Association is at present halting between two opinions, and it is hard to determine from the utterances of the leaders, which we report elsewhere, whether it will decide to stand aside in splendid isolation or take its place in the organization of national education, and, as a necessary corollary, submit to some form of public inspection. Dr. Sibly is an individualist who holds that the State is a monster without one redeeming virtue, that in education for the last quarter of a century *nihil quod tetigit non foedavit*, and apparently would restore the Heptarchy, the dames' day schools, and Dotheboys Halls. But even Dr. Sibly has advanced since 1888, when the President of the P.S.A. thanked Providence that he was not a teacher on the other side of the Channel, bound to have his name registered as though he were a dog. Now Dr. Sibly sits as an active member of the Teachers' Registration Council.

MR. MICHAEL SADLER played, as usual, the part of mediator. He saw no reason why all schools in England should be licensed by the State. On the Continent schools were subject to State supervision—first, in order to secure a high standard of teaching; secondly, to prevent the propaganda of political opinions subversive of the established form of government. In England we could not presume to-day, as did German statesmen a century ago, to lay down authorized curricula and courses of study, nor was there in England any danger of anarchical or disloyal teaching. Yet he counselled those private schools which occupied a place in the public supply of education and in which the instruction was elementary, to submit themselves to inspection. "Where a private school existed as a protest against the dominant public ideal, registration or inspection would be a peril to its *raison d'être*."

WE confess the distinction drawn by Mr. Sadler does not seem to us very clear, and in all this discussion there is much confusion of thought. The worst that

The Bugbear of Whitehall.

private schools have to fear is a Bill authorizing the Board of Education to inspect all schools, with a view to recognizing those that are pronounced by its Inspectors efficient. No statesman to our knowledge has ever yet proposed to make it penal to hold a school or teach without a licence. The real complaint of the private teachers is not loss of liberty, but the threat of painless extinction by under-selling. But against this the only remedy is to submit to inspection. We would gladly see County Council scholars admitted to them, and even grants awarded in certain cases by the Board, but obviously they cannot claim to receive public moneys without an audit. The inquisitorial terrors of Whitehall that Dr. Sibly conjures up are purely chimerical. Schools, both public and private, which have voluntarily submitted themselves for inspection, have found in the Board's Inspectors no Egyptian taskmasters, but sympathetic advisers and well-wishers, such as Egeria found in her Numa, who is now Dr. Sibly's principal witness against Whitehall.

SIR JOHN MCCLURE seemed to be in a somewhat pessimistic mood when he addressed the Head Masters' Association as their President. The result of the Act of 1912 had been to put schools into the hands of the "practical man," with the result that an education was demanded which the practical man could appreciate. No doubt the danger he pointed out is a real one, but in our opinion it is more than counterbalanced by the greatly increased interest taken by the public in education. We have not the slightest doubt of that increase of interest; the columns of the daily press are sufficient evidence of it. Nor do we agree that the unpopularity of education is growing. No doubt the public frets over its big school bill, but it is much more ready to foot such a bill than it ever was before, and the demand for efficient education is greater than at any time within living memory. But when Sir John spoke of the shortage of teachers, due to the bad conditions of the teaching service, he was on firmer ground. And when he alluded to the growing celibacy of the profession, illustrating it by the fact that two years ago 49 out of the 63 assistant masters at Eton were bachelors, he drew attention to a very serious evil. A celibate teaching order is the last thing that we want to see.

A DEPUTATION consisting of representatives of a number of educational associations, and headed by Sir John McClure, urged upon Mr. Pease the other day that, if the Exchequer grants for education are increased, some portion of the increase should be assigned to the improvement of salaries. The Minister, we are told, promised that the Government would give the suggestion "sympathetic consideration." Such an allocation, though obviously a stubborn governing body could easily evade it, would probably have considerable effect in the direction desired, but the proposal is a curious example of our haphazard British methods. The scientific way of approaching the question would be first to decide what is the real cost of carrying on a school efficiently, and then to divide that cost between rates, grants, and fees in just proportion. But nobody seems to know what ought to be paid for good secondary education, and all that

we can even propose to do is to scrape up as much money as possible from various sources.

IT not infrequently happens that while we are all eagerly discussing great questions of pedagogy, small administrative questions, on which much depends, are overlooked. We hear much of the higher aims of education, we discuss the development of individuality, the Jaques-Dalcroze method, and the best means of inspiring a love of literature; we argue fiercely whether our popular education is a success or a failure, and those of us who believe it is a failure are ready with any number of reasons why it must and ought to fail. Meanwhile few people know that the County Council is forcing upon London schools a system of promoting children which is almost sufficient in itself to ruin any system of education. All classrooms must be kept full, so runs the Council's decree, and boys and girls must be moved up so as to keep them full, without regard to their fitness or the welfare of the class into which they are moved. This no doubt may seem a small matter to zealous reformers with schemes in their pockets for revolutionizing education, but to the teachers whose efforts are hampered by this absurd system it is no small matter. The amateurish officialism of the London County Council is doing more harm to the schools than all the schemes of the reformers could do good. We comment elsewhere on the recent steps taken by the L.C.C. to burke inquiry.

WE regret the tone of Sir F. G. Kenyon's address to the Classical Association, because we think it is likely to do harm to the study of Greek, and we do wish to see Greek hold its own and put forth new branches. To claim for those who have studied the classics a monopoly of culture and wisdom, to suggest that no one who cannot read Sophocles in the original can ever hope to be anything but a barbarian—this line of argument is idle, because nobody really believes such violently one-sided statements, and it is injurious to the classics, because it suggests that the study of Latin and Greek conduces to narrowness rather than to breadth of mind, and that in particular to read the Hellenic literature is to eat of some insane root that takes the reason prisoner and prevents the appreciation of other literature. Again, to argue that we must teach boys to read Aeschylus so that they may be able to appreciate Shakespeare is a flagrant case of putting the cart before the horse. Understanding of the native literature must come before the understanding of any foreign literature. Greek would surely be the gainer if its supporters would drop these artificial and unreal arguments, and would try to show the public what there is and what there is not in Greek art and literature (for the modern man needs an immense deal that the classics cannot give him), frankly recognizing that Hellenic authors do not appeal to everyone, and that two persons may differ in taste without either of them being a boor or a philistine. Finally, is there any evidence that the decay of Greek in the schools has been followed by any diminution of the general interest in Hellenic letters? Do not all the signs point the other way?

THE discussion on the teaching of history in elementary schools at the London County Council Conference was rather disappointing. Canon Masterman

History in Elementary Schools.

was, as he always is, eloquent, and his address was full of lofty feeling; but the teachers present would, we think, have welcomed some practical advice. Prof. Vickers' plea for local history was overcharged and not very helpful to the London teacher. It is a perverted view that everything that has happened within the four-mile radius is part of the local history of the capital. Nobody really threw any light on the problem of what or how much history can be taught in elementary schools—a question than which there are few more difficult in the whole range of education. We cannot help thinking that the organizers of the Conference make a great mistake in putting so many lengthy papers on the program. After three very solid courses no one has much appetite left for savouries and sweets in the way of discussion. We suggest that next year they should try the plan of introducing a subject with two twenty-minute papers, and see if that does not produce a more fruitful discussion.

MR. BOLTON KING, at the same Conference, gave an encouraging account of the prefect system in Warwickshire, and a London Head Master spoke of its good effects in his own school. Among the head teachers in Warwickshire who have tried it there seems to be a general opinion that the prefects have had a good influence in reducing swearing, putting down bullying, improving street manners, and fostering habits of tidiness, decency, and cleanliness. Of course, the system is in the experimental stage, and the Warwickshire lads are no doubt sweeping with the proverbial thoroughness of new brooms, but we have good hopes of the scheme. The misfortune of the elementary school child is that his life is cut up into two halves, the one spent in school under strict discipline, and the other spent in the streets in completelicense. Of self-imposed discipline, or social discipline, he has known little. But it is just this discipline which is the most valuable for the making of a man. He is getting some discipline of this kind now from games and from scouting; he will get more from a prefect system. The absence of tradition was mentioned by more than one speaker at the Conference as a difficulty, but it is not altogether a disadvantage. If good tradition is absent, so is bad. The code of the public-school boy does not always coincide with the dictates of the highest morality. One warning we would give, which we are sure every public-school man will endorse: a prefect system cannot be set going and left to run alone—it needs careful watching. Prefects must work independently, certainly; but, at the same time, they must feel that the eyes of the staff are upon them.

SIR HENRY MIERS, in his Presidential address to the Modern Language Association, deplored "the extraordinary inability to write decent English shown especially by science students." It is an old text, but one on which too many sermons cannot be preached. What is the reason of this weakness? Sir Henry attributed it in large part to the lack of practice in translation. He declared that many students of modern subjects have not learnt French or German long enough or in such a way as to enable them to write a good version of a foreign author. This is another testimony to the deleteriousness of the modern habit of teaching subjects

in watertight compartments, against which Mr. Cloudesley Brereton and Mr. Chaytor protested at the same meeting. The teacher of modern languages is told that he has nothing to do with teaching English, and the result is a serious blow to the writing of English.

BUT this is far from being the only reason for the science student's deplorable lack of command of his mother tongue. What is not understood is that the power of self-expression—whether with tongue or pen—cannot be successfully developed if practice is given only in lessons set apart for that particular purpose; it ought to be a natural part of the learning of every subject. The old rule was that every lesson should be a lesson in English, and we are not yet convinced that it was an unsound one. Teachers are too much enslaved to the idea that writing English means simply writing essays. The truth is that that is only one form of composition, and for most of us not the most useful. It is equally necessary that boys and girls should learn to relate their own experiences tersely and intelligently, to describe what they have seen, to reproduce and comment on what they have read in books, to give answers of some length to questions in history and geography, and to write letters. Verbal and written descriptions of phenomena and experiments should form part of the work in every laboratory. Probably many teachers of science are under the delusion that such descriptions are easy, and that to write them comes by nature. The truth is that to describe accurately, tersely, and intelligibly what you have seen is very much more difficult than is imagined, and the power to do so is certainly not the natural inheritance of the British schoolboy.

DR. BOAS did good service at the London County Council Conference when he reminded his audience that strenuous work and achievement possessed an interest of its own for boys and girls, whatever the subject of study might be. We are all trying so hard to find means of interesting children in their work that this fundamental truth is frequently forgotten. Yet nothing can compare in charm with achievement which is the result of effort, and nothing grips the mind like effort which may be expected to end in achievement, whether the achievement has or has not any practical value or any relation to actual life; countless boys have found happiness in making Latin verses or in solving algebraical puzzles. This is not an argument in favour of making all boys and girls write Latin verses or solve quadratics, but it is an argument in favour of making them all do things which need a severe effort. Drudgery itself is cheerfully submitted to if it is seen that it leads somewhere; it is only against the drudgery that ends in nothing that school children kick.

ON another page will be found a vigorous defence by Dr. Rouse of the Direct Method as applied to Latin. It is not often that the Journal is called upon to meet a charge of ultra-conservatism, and, in basing the teaching of classics on the Reader in place of the old Latin Primer and gerund-grinding, Dr. Rouse has had no more active supporter than the Journal. Our contention was, and still is, that conversation cannot take the same place in Latin that it does in French teaching. French is, or ought

English in every Lesson.

The Interest of Achievement.

The Writing of English.

Conversational Latin.

to be, spoken by the master as readily as his native tongue. Latin is a dead language, and to adapt it to the life of to-day is a *tour de force*. French conversation leads on naturally to French literature. Latin conversation, Dr. Rouse contends, will similarly lead on to Plautus, but it is no prelude to Virgil or Tacitus; and how many boys who leave the Perse school at sixteen or even eighteen will keep to their Latin for the sake of reading Plautus or Petronius? In the Jesuit schools at Rome the speaking of Latin out of school was forbidden for fear of corrupting the scholars' latinity.

THE Vice-Chancellor of the Leeds University was taken to task in the *Nation* for encouraging undergraduates to take part with the citizens of Leeds against the municipal employés on strike.

Syndicalism. The question seems to us to turn on the gravity of the crisis. Municipalities, like other employers of labour, may be hard taskmasters, and labour may be justified in combining to resist them, though the capital they represent is public property. But when not only the business, but the very life, of a city is threatened as it is by cutting off the supply of gas and water, the community is bound in self-preservation to enlist all the forces of order and settled government in resisting the attack. *Salus populi suprema lex*. All would agree that it is most undesirable for those *in statu pupillari* to be mixed up in local politics, and had it been a municipal election, or even a tram strike, the University authorities might have forbidden undergraduates from interfering. Even syndicalists would allow that the London medical students were fully justified in turning "blacklegs" to supply the hospitals with coal.

LOCAL AUTHORITIES.

THE concise statement of statistics relating to the receipts and expenditure of Local Education Authorities in the year 1911-12 issued by the Board of Education is of great value. It is very properly pointed out, however, that it is unsafe, on the basis of these figures alone, to make any general inferences as to the financial or educational policy of a particular area or type of area. Such inferences can only be properly made after a full study of all the conditions obtaining in the areas under review. These conditions, of course, vary very greatly, and it is difficult, and often impossible, to present them in a summary statistical form. The function, therefore, of the statements now issued is to suggest and guide, rather than to supersede, further investigation; they are the beginning, not the end, of a scientific inquiry.

THE total expenditure on elementary education in England and Wales in 1911-12, including loan charges, was £24,685,125, or 92s. per child. The relative cost, and the produce of a penny rate, per child in the different administrative areas varied as follows:—

	Cost per Child.			Produce of 1d. rate per Child.		
	£	s.	d.	£	s.	d.
London	7	7	10	5	5	
Counties (excluding London) ...	3	19	4	2	11	
County Boroughs	4	9	1	2	7	
Boroughs	4	0	11	2	11	
Urban Districts	4	16	10	2	4	
Average	4	12	0	3	1	

Having regard to the amount produced by a penny rate in London, the relatively high average cost per child in that area does not represent a heavier burden on the rate-payers than that which the relatively small cost per child in the other counties imposes upon

the rate-payers of those areas. That is, if the total cost per child had to be met by rates, the total rate would be a little over 2s. 3d. in both cases. The municipal boroughs appear to be similarly situated; but as regards county boroughs and urban districts, rates of 2s. 10d. and 3s. 5d. respectively would be required to produce a similar result.

IT may be of interest to correlate the sums paid in teachers' salaries in a similar manner. The figures are as follows:—

TEACHERS' SALARIES.		
	Amount.	Per Child.
	£	s. d.
London	2,753,093	84 8
Counties (excluding London) ...	5,712,318	53 2
County Boroughs	4,878,045	58 0
Boroughs	1,505,686	55 5
Urban Districts	1,052,584	61 9
Total	15,901,726	59 3

Here, again, assuming the salaries to be paid out of rates, the expenditure of urban districts would be equivalent to a rate of 2s. 2d.; county boroughs, 1s. 10d.; boroughs, 1s. 9d.; counties, 1s. 6d.; while in London the relatively high salaries paid by that Authority would only amount to a rate of 1s. 3d.

BUT of course the Government grant is not in proportion to the expenditure incurred, and therefore a higher assessable value per child only partly compensates for greater expenditure on each child in average attendance. The following table shows the total grants paid by the Board of Education per child, the net expenditure to be met by rates, the equivalent rates, and the percentage of total expenditure contributed by Parliament and by rate-payers.

	Grants.		Rates.		Equivalent Rate.		Percentage.	
	s.	d.	s.	d.	s.	d.	Grants.	Rates.
London	40	6	105	8	19	5	28	71
Counties (excluding London)	41	9	35	6	12	3	54	45
County Boroughs	43	7	43	8	16	9	49	49
Boroughs	41	11	37	6	13	0	52	46
Urban Districts	50	2	45	1	19	2	52	47
Average	43	7	53	6	16	2	47	52

In reviewing these figures, it is to be remembered that, while compared with sixteen years ago, say, the Government contributions for elementary education have nearly doubled, the demand upon the rates has more than trebled. This, of course, was due to the Act of 1902, which made Local Authorities responsible for the efficient maintenance of all schools.

THE average expenditure on School Medical Service, it appears, represents the comparatively small figure of 9d. per child in average attendance. As about 25 per cent. of the children in average attendance are medically inspected, the actual cost of the service is therefore about 3s. per child. It is a branch of public work which may be extended with advantage, and now that the lever of a Government subsidy is available, it may be taken for granted that the extension will be rapid. Several Local Education Authorities are taking steps to provide further facilities for medical treatment. In Devonshire expenditure is to be increased by over £2,000, and the Gloucestershire Authority have adopted proposals for the dental treatment of children at an estimated cost of £2,270. The East Riding of Yorkshire Committee have adopted a scheme for dealing with the worst cases of defective eyesight. Selected children will be visited at various centres by ophthalmic surgeons, whose services it is hoped will be secured on payment of a retaining fee and a fee of 5s. for each child treated.

AN interesting report has been issued on dental treatment at the Worthing School Clinic, which was opened about a year ago. During the year, 902 children under eight years of age were examined, and of these 880, or over 97 per cent., had teeth requiring attention. Some 393 special cases amongst older children were also dealt with. The 907 young children had 19,142 teeth, of which 15,649 belonged to the "milk," or temporary, set. Of these, 3,820 were hopelessly decayed, and in many instances doing serious damage to the health of the child and to the teeth of the permanent set forming beneath them in the jaw. Of the 3,624 permanent teeth, 3,463 were sound,

62 hopelessly decayed, and 92 required filling. The time occupied by the dentist was altogether 54 half-days, or 162 hours, 45 hours of which were devoted to inspection in the schools and 117 to treatment at the clinic. This work was undertaken by the Worthing Committee as an experiment, and it has indicated that there is abundant scope for remedial work of this kind, and that the results are very beneficial.

THE statistical report of the Board of Education for 1911-12 does not appear to indicate that the supply of teachers is at present likely to meet requirements. It may be estimated approximately that 10,000 certificated and uncertificated teachers are needed each year to repair the wastage and to provide for new schools and improvements in staffing. The number of pupil teachers in respect of whom grants were paid was 4,638 (nearly 2,000 less than the previous year), and the Bursars numbered 2,765, as compared with 3,217 in 1910-11. If 1,707 student teachers are included, the total number of boys and girls in preparatory training is 9,110, and, as the normal course is two years, half that total represents the "supply." The position appears to be a very serious one, and it is doubtful whether the proposals for enlisting recruits in the rural districts will go very far in the direction of making up the deficiency.

SCIENCE NOTES.

IN his presidential address to the Association of Science Masters Prof. H. B. Baker dealt with several matters which touch the members nearly. He did not shrink from expressing his personal views on matters of controversy, and did not expect, nor did he obtain, the assent of his hearers to all his views. But there were no dissensions when he said, "How often is it triumphantly declared that a boy who has been educated on the classical side is superior to one brought up on the science side! I wish, for just one year, that the science masters could have their pick of the boys in all the public schools. I warrant that that statement would never be made again."

PROF. BAKER went on to caution parents against sending boys into engineering works without sufficient training in mathematics and science. He urged that the intending engineer should give most of his time during the last two years at school to mathematics, chemistry, physics, and *both* French and German, "of which languages he should have a speaking as well as a reading knowledge." He thought that the Home and Indian Civil services would benefit greatly by admitting more science boys. He also drew attention to the fact that, even now, for every industrial research chemist in this country there are twenty in Germany.

PROF. TURNER was only repeating a popular error when he stated in his lectures to juveniles at the Royal Institution, "Aristotle said that a weight of 10lb., for example, fell ten times as fast as a weight of 1 lb." In a letter to *Nature*, Captain Hardcastle points out that Aristotle said nothing of the kind. The passage in the "Physics" which appears to have misled so many, including perhaps Galileo, refers to the limiting velocity of a solid falling through a resisting medium, and it seems that Aristotle's ideas are quite concordant with modern gunnery research. Sir George Greenhill points out that Galileo versus Aristotle can be shown off in a tumbler of soda water, where a bubble starts off with double Galileo's gravity acceleration and nearly attains the terminal velocity of Aristotle before reaching the surface.

THE discussions at the Public School Science Masters' meeting were of a practical character, the dominant idea being to answer the question, "How to make the best use of the boys' time in lecture-room and laboratory." In discussing the division of the time between lecture and practical lessons, one speaker pointed out the advantage of a room which was both lecture-room and laboratory in one. This enables a transition from the one kind of work to the other at any moment, which is of great value when heuristic methods are followed. We may point out that this arrangement results in economy of building and fitting out, also of the laboratory assistant's time. But it is not desirable to work two classes simultaneously,

so that the arrangement is uneconomical in so far that one half of the room is usually unoccupied at any given moment.

THE *London County Council Gazette* for January 19 contains sound advice on the manipulation of optical lanterns in which limelight is used. It is assumed that a blow-through jet is used (and beginners should not attempt mixed jets unless they are accustomed to laboratory work), and the advantage of a small, bright, and accurately focused picture is rightly insisted upon. A 6 ft. picture in a school hall and a 4 ft. picture in a classroom are recommended. We would add that a border formed by the unilluminated margin of the screen greatly enhances the artistic effectiveness of pictures.

IN our December notes we referred to the micro-telescope which has been brought out by Messrs. Davidson & Co. The instrument, when a triple objective of $5\frac{1}{2}$ in. focal length is employed to form the real image in the place of a micro-slide, is highly efficient for observing small animals. The colour-correction of the objective is good, and we can foresee many uses for this invention in school laboratories both physical and biological. The flatness of field is not the least of its advantages.

THE Mathematical Association held its annual meeting at the London Day Training College on January 7. A report on the mathematical work for non-specialists in schools was presented by the Teaching Committee. The guiding principle appears to be to develop fruitful mathematical concepts rather than skill in manipulation of symbols. It is recognized that the mathematical boy specialist—e.g. the future engineer—must have the practice in algebraic manipulation; but this is not vital to the development of the mathematical intelligence needed by the ordinary citizen. At the same meeting Mr. Carson expounded his views on the teaching of graphs, with an eye more particularly to inculcating ideas of functionality. Dr. W. N. Shaw gave an outline sketch of the powerful researches which he has made into the dynamics of the atmosphere. The London Branch will meet, on February 7, at the Regent Street Polytechnic, and will hear an address from Dr. Dyson, the Astronomer Royal.

THE TEACHING OF NATURE-STUDY.

By A. R. HORWOOD, Leicester Museum.

III.—DIFFICULTIES AND THEIR REMEDIES.

IN the endeavour to formulate some definite principles for the efficient teaching of Nature-study in the schools, certain questions have arisen which appear to lie at the root of the difficulties that teachers put forward as effectual hindrances to Nature-study work. How far can these difficulties be removed by the utilization of museums? The points which require clearing up may be dealt with under the five heads which follow.

Lack of Material in the Schools for Illustrating the Official Syllabus.—One of the defects of the now antiquated science syllabus is the lack of intelligent choice of types for the study of principles. Thus, for teaching zoology, such animals as the cat, the dog, and the giraffe are recommended. Similar stereotyped examples are chosen to illustrate the principles of botany, and so on.

In the first place, the matter of the syllabus, carefully tabulated as it is for the edification of the teacher, is obviously not intended to be illustrated when adapted for the pupil by *actual* specimens; but, unless Nature-study rests upon a basis of objects, its value and *motif* are at once destroyed. Moreover, the value of Nature-study lies especially in the use of common objects, which can be easily secured, handled, and studied from every point of view and whenever required.

It would be practically impossible for a lesson upon the giraffe to be illustrated by a specimen in the school. True, giraffes can be seen in museums; but it was not the object of the syllabus to encourage the use of the museum. Apart from this, except where there is a zoological garden, the use of exotic animals, even if they can be seen in a museum, is ill

advised, because half the interest in an animal or plant dies with its death.

If, however, common types are chosen, then the children can collect in the neighbourhood specimens selected in the syllabus, and can in school or out observe for themselves the points of interest and importance. And, as the great value of Nature-study rests upon observation, it is essential that common types should be chosen.

Here comes in the necessity of the school museum. Good examples of all the common objects to be studied and others of interest should all be found in the collection. But it is the common failing of the school museum that it contains anything and everything but the thing required when the time comes to use it. It is not surprising, therefore, that teachers, as a rule, bemoan the lack of material for illustrating their syllabus; but this should not be difficult, except in thickly populated districts, and even there it needs only a little zeal to devise ways and means of co-operating with other centres more favourably situated.

Hence, amongst other reasons, comes in the importance of a close co-operation between museums and schools. For if there is no school museum, or if it is, as is so often the case, deficient in common material, then there is no means of illustrating the lessons in school except by a visit (or rather a series of visits) to the local museum. There all the common objects in the natural history department, at any rate, can be seen, as well as the rare or unique specimens not likely to be seen elsewhere.

The object of a museum is obviously to encourage a use of the collections it deals with. It is not strictly its function to go outside this principle and to start collections elsewhere. The formation of a travelling exhibit, which may consist of a type or index collection of common objects to illustrate principles, and may be lent to one school after another in rotation, is a practice which has been adopted in many centres; but it is really, properly considered, only an adjunct or subsidiary aid, which must not be a substitute for museum visits. But, properly used, it serves as one solution of the difficulty as regards lack of material in the school for illustrating the syllabus.

Another mode of assisting schools is by the loan or donation of duplicate specimens from the museum collections to illustrate some definite subject. Most museums have large stocks of such material. The staff are often able to supply duplicates of their own collecting, conversant as they usually are, or ought to be, with all the natural resources of the district. Thus a set of local rocks to illustrate geological principles could easily be supplied. Botanical and zoological specimens can similarly be provided. But it is incumbent upon school teachers that they should know what they want. If these conditions are fulfilled, the first difficulty may be overcome.

The Difficulty of Numbers.—A common plea raised against the visit of children to a museum is the initial difficulty of bringing classes of sixty or more to see the same specimen at the same time. As museums are arranged, this is a physical impossibility. The most obvious remedy is to reduce the number of children in a class. But this, whilst a national need, affecting all subjects, is, under present regulations, impossible. Another solution is the subdivision of the class into sections, and the sending of one contingent at a time. But this demands a multiplication of teachers, and this again, under present conditions, with the great shortage of teachers, is rarely practicable.

A third suggestion is more feasible. This is the setting apart of some one room in a museum, preferably not open to the public, for the use of schools. In this all the children could see a series of selected objects brought together to illustrate the subject for which the visit was undertaken.

In the Smithsonian National Museum at Washington there is a children's room which fulfils these requirements, and is, moreover, arranged with exhibits suited to the young. Nowadays, as I have explained elsewhere, museums undertake to prepare special exhibits for the different classes of visitors, so that the task of a school instructor is greatly facilitated.

The Need of Expert Instruction to Teachers and Lectures for Children.—A very great drawback to the teaching of Nature-study in the schools is the lack of knowledge in the subject evinced by the teachers. Since it is not an obligatory subject, but an *extra*, or alternative, it is no discredit to the hard-worked teacher that he or she knows next to nothing about it. It would be unreasonable to expect anything else. But it is now so well recognized by the teachers that Nature-study helps their other work, being an incomparable educer, that they are beginning to take it up more energetically than ever before. Hence many of them are self-instructed already. But a far larger number wish to become proficient in it, though time or other difficulties prevent them.

It is therefore essential, as they have themselves admitted, that they should receive instruction in the subject by competent teachers. Lectures upon the subjects which Nature-study (*i.e.* natural history) includes have in fact been given to teachers with success. As a rule, they necessarily deal primarily with the material in the museum illustrating the syllabus, but cover generally the branches of natural history (*i.e.* geology and biology). Where training institutions for the teaching of natural science exist in any centre, teachers should be recommended to attend courses of lectures in Nature study. Where they do not, the staff of a properly organized museum may be entrusted with this duty.

Then comes the desirability of lectures to the children themselves. Whilst the school teachers should and can teach all the elements of Nature study, the more intimate knowledge of the habits and characteristics of any group of plants or animals is better conveyed to the child's mind by an expert; and here again a museum staff may be regarded as the most capable exponents of this more difficult branch of Nature-study. At Leeds and elsewhere lectures to children have been given regularly on a systematic plan.

The principle of docentry—or guiding visitors around the collections of a museum and explaining their interest and meaning—comes, again, to us from America. It has been adopted by the British Museum and is now general in this country. It may be employed perhaps most effectively in the case of children. A museum staff may to a limited extent lay itself out to undertake this work of informal explanations of exhibits to the children.

The Inevitable Need for a National Movement for the Better Recognition of Nature Study.—(a) *For the Official Recognition of Nature Study.*—Nature study, which grew out of the old "object lesson," has been more or less studied in the schools for thirty years. Though it is included in the Code, it is not officially recognized as a necessary and important part of the curriculum. The other subjects come first, and must be taught. Nature-study may, but need not, be taught. In this position it has no facilities nor basis of encouragement. If it is to be taught properly it must be officially recognized and made compulsory, and teachers must qualify in a knowledge of it and the power to instruct in it. Until this is done, the present difficulties will largely continue.

(b) *Universal Instruction in Nature-study and the Training of Teachers.*—The present lack of knowledge of the subject and absence of training colleges or courses of study in Nature-study are a sign of the want of interest the State shows as to whether or not Nature-study is taught. If, however, the value of this subject as a method in training the perceptive faculties is once admitted, the need for teaching it effectively will be grasped at once. But, until some sort of public opinion upon the matter is created, the present state of affairs will go on. Enthusiasm in one centre for reform must be communicated to others, so that gradually every town and city will call for better conditions.

The Recognition of the Place of the School in the System of Education is the only means of securing these ends.—Hitherto a school has been considered as a separate institution, existing as an end in itself. That is to say, a child has been supposed to be efficiently educated for its life struggle at school, without any outside assistance. Similarly, museums, art schools, and all those organizations which exist for the diffusion of knowledge, have been regarded as an end

in themselves, self-contained, and unconnected with any other institution. The only approach to any sort of co-operation has been between the school and the University, but this has rather applied, especially in the past, to a certain grade of society well enough off to afford the training of both. But ideally, as I have recently said (*Westminster Review*, September 1912), all such institutions are but part and parcel of a single system of education, and each is but an integral part of the whole scheme. They are dependent upon each other, and not disconnected.

When this principle is realized, the proper relation of the school and the museum will be recognized, and only then will Nature-study be efficiently taught. The new principles I have formulated and with which the encouragement of Nature-study is intimately connected may be summarized in the following premises. Ideally education embraces all institutions capable of training any faculty of the mind—e.g. a technical institute, an agricultural college, &c. Hence for Nature-study teaching, the special institution schools should utilize for its illustration is the museum. As a corollary of the last, seeing that the elements of education are imparted in the school, it is necessary that there should be more attention given to the special faculty of each pupil, to decide to which other finishing institution he or she should be sent.

REVIEWS AND MINOR NOTICES.

The Development of English Theology in the Nineteenth Century. By VERNON F. STORR, M.A. (12s. 6d. net. Longmans.)

The existence of a God, which is postulated by the term "Theology," is the most important of all facts, and its application to human life is the most important of all practical considerations. The history of theology is the history of the attempt which has been made throughout the ages to found a philosophy and a practice upon these two factors of life, speculative and practical. The practical question *solvitur ambulando* by Christians of every sect, unless we are to accept the despairing conclusion that there is no solution but in Rome, and that the rest of Christendom lieth in wickedness: the philosophical question eludes human inquiry, but never ceases to fascinate, whether we call it Theology or Philosophy; for, whatever practical men may say, they do not deny its importance, though they may think it insoluble.

Canon Storr's treatise on "The Development of English Theology in the Nineteenth Century," of which the first volume has recently been published, dealing with the period from 1800 to 1860, bears too comprehensive a title; for it takes little account of theology in Scotland or Ireland, which cannot be dissociated from English theology, or among the Non-conformist bodies, but is mainly occupied with Anglican writings; but within this limit it is complete and full of instruction and interest. The principal subject of the treatise is, as it could not fail to be, the rise of Biblical criticism, and the action upon theology of that "universal solvent," as Newman called it.

Development is the problem of our age, in religion, science, politics, economics. "It is the pivot on which turns the Modernist movement in the Church of Rome. . . The publication of 'The Origin of Species' made the category of development dominant in the mind of the century" (page 23).

Canon Storr points out how the nineteenth century entered upon a wider range of reading than the seventeenth century, which would not go far beyond the Fathers or the Reformers, or the eighteenth century, much concerned with abstract "unhistorical" reasoning, or with the problems of spiritual religion as they presented themselves to the Methodists and their contemporaries and successors of the Evangelical school. The controversies known as Trinitarian, Deistic, Bangorian, and Subscription, conceived of Reason and Revelation as kingdoms, the frontiers of which were already defined, and did not foresee the incursion of science through the methods of

historical criticism, into the region marked off as belonging to religion.

The history of theology in the nineteenth century may be summed up under two heads: on the one hand, the advance and extension of research into Biblical and ecclesiastical origins according to old and new canons of inquiry; and, on the other, the reversion to Romanizing doctrine on the part of a large and distinguished section of the Church of England, the Oxford movement with all its consequences. Side by side with these movements, and affecting them externally, were proceeding on the one side the disintegration of theology by German research, and the growth of Ultramontane doctrine, culminating in the Papacy of Pius IX.

The weak side of Evangelicalism was want of learning. "The Evangelicals had no philosophy of history or religion." Christ's message was looked upon rather as "a sudden interposition of God to save a world from ruin than as the culmination of an age-long process" (page 71), the last term of a series of continuous revelations from the beginning. The Evangelical leaders did not lay claim to erudition; their business was with the soul, not the mind. They were accused of "enthusiasm," i.e. emotional fanaticism. A religion of which the mainspring was personal emotion, and which took little account of history, laid itself open to the charge brought against it by the pioneers of the High Church movement—Sikes, Jones, Jebb, Joshua Watson, and his friends, and especially Alexander Knox, of "uncatechized" doctrine and neglect of Catholicity.

Oxford became the focus of controversy. The "Noetics" of Oriel—Copleston, Hawkins, Whately, and Hampden—pre-figured the Broad Church of the next generation, the Tractarians the Romanizers of the present day. The two tendencies are personified in Arnold and Newman, the one directed by the historical method (as ably set forth in Chapter VII), the other based on authority, but condemned by the "logic of facts" to be for ever examining the ground of authority. From one point of view it may appear that dogma is now winning the day, both at Rome and elsewhere; from the other, the rise of modernism beginning with the "Old Catholic" movement, and the growth of historical inquiry in England, taking its rise with Milman and Thirlwall and proceeding through Stanley, Lightfoot, Westcott, and their circle, open a wide prospect: for theology has to reckon not only with historical but with scientific criticism, and the vista opened by Galileo has never been closed.

Canon Storr (page 131) points out the relations, sympathetic and antagonistic, of Romanticism and Tractarianism. "Religion was proved to be natural" to man, not an invention of priestcraft. He deals shortly but conclusively with the claims of physical science, showing that in its own region its authority is final; but that the doctrine of divine immanence, condemned by Rome, contains a hope of reconciliation. Such an expression as "immanent purpose" like *natura naturans* (page 125), *évolution créatrice*, and other formulæ may be metaphysical and unscientific, and yet indicate the direction in which science is proceeding. Meanwhile, each generation, century, school, country magnifies the importance of its own point of view, and our author does not altogether escape the tendency of the age to make historical development an idol, and to view everything in its light.

Canon Storr's analysis of Newman's position is lucid and fair. Newman's theory of development was invented to account for the facts as he saw them. Like Ruskin, he created his own canons of criticism. His seven tests or "notes" of a true development are arbitrary; and a skilful logician could apply them to suit the history of Protestant creeds. To use Newman's own figure, he saw the steeple of the church soon after he began his walk, and knew whither he was tending. Without consciously allowing it, he argued from the conviction that "Rome will be found right after all," and the wings of his inquiry were limed by the responsibility of

* The romantic temper, with its sense of mystery, lent itself naturally to sacramentalism in theology. The growth of ritualism in the Church of England was certainly in part an outcome of the romantic love of colour, movement, pageantry.

thinking right in so grave a crisis. In his mind reason must bow to faith; the search for truth only came in the second place.

Among the most interesting chapters of the book are those on Schleiermacher, the founder of modern theology, who announced that religion, the sense of dependence upon and redemption by a higher power through Christ, is a universal factor of life and independent of dogma; and on Coleridge, "the intellectual father of the philosophical movement which was continued by Julius Hare and Maurice, and one of the 'seminal' minds of the century."

Coleridge, "not a completely consistent thinker," and "hopelessly unsystematic" as a writer, had a prophet's insight and a prophet's "occasionalism and informality." In these respects he resembles Kant, Hegel, and Plato. Like them, he saw the vastness of truth, the gleam of the "untravelling world," whose margin ever receded as they approached it. Man's mind must always be growing; and where there is growth there can be no finality.

Want of space prevents us attempting to do more than direct attention to these chapters and to those which treat of Biblical criticism in Germany and in England and of the negative movement, whether directed against all intrusion of the miraculous into the field of religion—as in the instances of Strauss, Baur, Feuerbach, and, in England, Mill, Lewes, Hennell, and Greg—or against the current view of inspiration, but not entirely denying all authority to the Scriptures, especially the New Testament.

Canon Storr writes as a Broad Churchman; that is, he represents an indeterminate doctrine, negative in method, conservative and hopeful in temper—the only possible position for a religious inquirer who accepts the established conclusions of science past and prospective. Religious philosophy must occupy the middle region between the dogmatism of science and the dogmatism of creeds.

The difference between the Broad Churchman of 1860, the period of "Essays and Reviews," and the Broad Churchman of the present day is thus summed up: "The modern Broad Churchman has a keener historical sense . . . he has learnt that a core of solid fact lies at the heart of each dogma of his religion." In the second place the Person of Christ is more prominently the central figure in his system. This is indeed the salient fact in the controversy of the age, and more and more as the figure of Christ is cleared from the mists of mythology the question "What think ye of Christ?" grows in importance.

Canon Storr's work is important, both historically and philosophically. He has mastered his subject, and dealt with it comprehensively and methodically, and with just appreciation of the intellect and character of the persons who come in review; for such a work as this must be partly biographical. We look forward with great interest to the appearance of the second volume.

Moral Instruction: its Theory and Practice. By F. J. GOULD. (2s. 6d. Longmans.)

Those who are under the impression that moral instruction is conducive to "priggishness" or hypocrisy will find here a complete exposition to the contrary, for a sane, healthy view of life, character, progress, and service is the basis of what Mr. Gould has to say on the subject, of which he is the greatest authority. His experience adds weight to his words, for in the preface we learn that he has taught in schools for twenty-five years, has been member of a School Board and a Town Council, and has conducted classes in psychology, history, economics, &c. He helped to found the Moral Education League, and has given demonstration lessons in England, Scotland, Wales, and Ireland, in various towns of Bombay, and at present is engaged in a seven-months' tour of the United States.

Moral education is defined as "such a training in the service of the larger life as involves personal hygiene, self-development and character building," and farther on the remark occurs, "The training of the entire soul is the object of moral education." Thus the teacher is urged, "by all pos-

sible channels . . . to keep in communication with the great world outside. His interest in the social order and progress, in local and national institutions, in the political development of his country, in the general economic betterment, should be of the active and personal character which renders him, in the finest sense, a citizen of the world."

The author thinks that there should be closer relation between the school and the home, and that the half-forgotten mother-power should be more utilized, as the mother's influence is the most potent of all. A school, he says, cannot be efficient unless it is definitely related to life and life's activities, and life's ideals. On the question of character Mr. Gould has a section of great value, as giving a conception of that term which clarifies the usual vagueness.

Character, in the precise sense, is the result of the combined action of the whole of the instincts, feelings, and thoughts expressing themselves statically in habits or dynamically in more or less creative acts of the will. The keyword in this statement is *result*. Feelings and ideas, propensities and imaginations are the springs of character. . . . Hence it follows we cannot act directly upon character. . . . We achieve nothing by exhorting youth to courage, caution, and resolution as things in themselves. . . . But increase in power depends on the deepening of feeling, the broadening of imagination, the exercise of the reason—in a word, the strengthening of motive, and here is the moral educator's sphere and duty. Given the eager and vivid motive, character will fast enough take the right form and pressure under the hands of the wise educator. . . . The practical maxim of moral education therefore becomes, *Act from affection and think in order to act.*

The necessity of direct, definite, and constructive moral education is insisted upon, and annotated specimen lessons are given in Part II which illustrate the method adopted and the sense of artistic building-up which the child must feel. In these lessons the wholesome touch of humour is present, and the "moral" is never laboured, nor does the lesson end with it.

Education should be synthetic, and to focus attention on that aim Mr. Gould has drawn up a correlation scheme in three stages, which deals in each stage with the Environment, Social and Political Action, Thought and Expression, and Ethics. Under these various headings a mass of material from which teachers may select is arranged. The scheme and its explanation deserve careful study, as do other schemes for training colleges, &c., and the enumeration of sources of material. The work in general is ahead of its time, but we believe that demand for it will increase as years go on, for it is based on long experience, impartial judgment, and a synthetic philosophy of education.

The Making of London. By Sir LAWRENCE GOMME. (3s. 6d. net. Clarendon Press.)

A love for London breathes through this book as it sketches the beginnings of the great city and describes the great Londoners who have helped in its making. From palæolithic and neolithic times Sir Lawrence Gomme leads the reader through Roman, Danish, and Saxon periods to the present century, tracing the growth and sketching the probable aspect of the city at each respective inroad or time. He has various theories which the usual history book does not make clear, and some of which are opposed to those of Freeman.

It is particularly important to understand that the social organization of the Celts, both at the time when they met the Roman armies in Britain and after the Romans had left Britain, was tribal in form, not national. It disposes of the various theories which have been built up of there being a great London city before the Romans came there . . . which is the creation of twelfth century chroniclers who translated Roman remains into evidence of Celtic history.

The charters, also, which the ordinary textbook treats as grants of freedom and privileges to towns, are regarded rather as documents setting forth the will of the king, but not changing citizen life or government. They were of more value to the king than to the city, and the Tower of London was not a protection for the city, but a menace against it.

The City of London was the citizen's city; the Tower was the King's outside the city area. The City of London was governed by

its own institutions; the Tower represented the sovereign government of the State. And these two institutions were always in contrast, always at feud, always claiming and defending rights and privileges, the City against the Tower.

The author pleads for a greater knowledge of the city, which has "a story of great beginnings, great mishaps, great struggles, but withal a glorious story. It is the living history of an institution. . . ." And he believes that "city life is the true method of civilization":—

And when once it is understood how great the story of it is, how London alone of all British cities is the capital city without a rival for its place—a capital city not because of formal appointment thereto, but because of the great position it has occupied in the country for nearly nineteen centuries, as Roman city, city-state, as municipal city, as national city, as empire city; then its sons and daughters will see to it that they, in their pride of it, will give all the tribute that is due.

The book is well illustrated, and could be made suitable for pupils in their teens as well as older students.

Education for Social Efficiency. By IRVING KING, Ph.D. (6s. net. Appleton.)

Why do Professors of Education not contrive some system of division of labour among themselves? Every one of them seems to think it necessary in due time to produce his tome covering the whole range of educational theory and practice in the same dismal way and without anything very new to contribute. If each would only concentrate on some point, and really work it out, their labours would be far more useful and productive. However, Dr. King's volume is an improvement on many of these products, especially the American sort, in some respects. Though discursive, it is of reasonable compass, and deals with concrete problems; moreover, it is written in tolerably grammatical English, which cannot be said of all the works of his compatriots. It is, perhaps, unfortunate that he should introduce that cant term "efficiency" into his title without defining exactly what it means; for, as Mr. Chesterton points out, it all depends on what we want to effect, and it is more important to have a right social ideal than to know the way to attain to some end or other, whether rightly or wrongly conceived. However, it is possible to gather in sundry parts and in divers manners what ideal the author has in view. Dr. King deals with rural schools, home life, the social value of play, school government, and the vocational interest. He also has some interesting comments on the method of instruction, and outlines some suggestions for reform on the principles of self-realization. Perhaps the most interesting portion is that which deals with the "Parent-teacher Associations." These have come into being in order to promote intercourse and encourage acquaintance between parents and teachers. They have been useful not only in getting parents to understand and sympathize with the aims of the teachers, but in promoting various municipal undertakings which have tended to the welfare of the children. In concluding, we must protest against one tiresome allusion, whose falseness has now been fairly exposed in England, with the consequence that it seems to have emigrated to America. "We recall that when the Duke of Wellington was asked to explain his victory at Waterloo, he replied that it had been won years before on the playgrounds [*sic*] of Eton." "Learn to play the game" is the moral which our author deduces; but "Learn to fight the fight" is what Wellington meant, for the victory referred to was won, not on the cricket field with admiring ladies for spectators, but "behind the wall," with fisticuffs and seconds, secretly at the hour of dawn.

Stoics and Sceptics. By EDWYN BEVAN. (4s. 6d. net. Clarendon Press.)

These are four lectures which were delivered in Oxford for the Common University Fund. The author intends them to be "rather an impressionist sketch than a photograph." Often, however, the "impressionist sketch" give us a more adequate idea of our subject than the more detailed and laborious photographic method, and this may be said to be the case in the present instance. Mr. Bevan begins by giving us a com-

parison between St. Paul's sermon at Athens and the coming into that same society of the Cyprian Zeno with a not dissimilar message three centuries before. The likeness is partly intentional, but there is a Semitic character common to the apostle of Tarsus and the sage of Citium. Perhaps the most interesting lecture is that on the sceptics, presenting as they do so close an analogy to the modern Agnostics. Mr. Bevan sets over against this obvious likeness a radical difference of motive. "Agnosticism often goes with a vigorous interest in science." Scepticism "was the expression of weariness, of disgust with the endless strife of tongues, of the relief found in mere ceasing from effort and stagnation." For this reason the older scepticism was less suicidal than the new. Its professors were indeed obliged to reply to the accusation that they themselves held one initial dogma, viz. that reality was unknowable, by professing a doubt in their own dogma; but that was of less account to men who needed an excuse for refusing to inquire than for those who were anxious to set up a monopoly of reality for one particular kind of knowledge. Mr. Bevan holds that the Christian dogmatist was as much open to the attack of the sceptic as was the Stoic dogmatist. Both should have refrained from trying to represent the certainty, which they felt, to be of the nature of a logical certainty. All who are interested in these later (and certainly not the least important) Greek philosophers should read Mr. Bevan's lectures. Dr. Schiller has recently stated (in the *Hibbert Journal* for January 1914) that Plato and Aristotle represented a reaction to what was most typical in Greek life. The Stoics and sceptics represented a reaction to Plato and Aristotle on the one hand and to Graeco-Roman life on the other. All these movements answered to spiritual needs or the failure to fulfil them, and in this way throw a light on social history no less than on the history of thought.

Where Education Fails. By PRESTON WEIR. (1s. Ralph, Holland.)

There is a reactionary tendency in Mr. Weir's outlook, since he praises the olden "payment by results" system, and seems to advocate drudgery for its own sake. But his intention is good, and some of his points are worth considering by the average teacher. However, some misstatements appear. "It is not the least exaggeration to say that at the present time the Inspectors, inspired, of course, from 'above,' deliberately discourage anything like painstaking accuracy." Few teachers would corroborate the above, and the remark about students from secondary schools who teach in elementary schools is false when it asserts that they "will never be anything but foreigners among the children." A plea is made for the average boy, who is neglected for the sake of the distinguished scholar, and a dismal picture is drawn of him in the present day. "His interest is not keen on anything; his laugh is not hearty; the bright side of things hardly appeals to him; he is amused with difficulty. He is not serious; he is simply dreary. Is not this an inevitable result of his present school environment?" If this is so, and we doubt it, we scarcely think Mr. Weir's suggestions will improve matters. We agree that there is a scarcity of people with any power of initiative, but punishment will not create that power, nor will rigid individual examination. Education will progress, and gradually discover the right and hopeful methods, but a less superficial treatment of the subject and a more sympathetic view than the one here expressed will go farther on the road.

Woman's Place in Rural Economy. By P. DE VUYST. Translated by NORA HUNTER. (3s. 6d. net. Blackie.)

It is a sign of the increasing recognition of the importance of womanhood in sociological problems when the Director-General of Agriculture in Belgium writes a book of this kind, and the Chairman of the Board of Agriculture for Scotland (Sir R. P. Wright) gives an introduction. The latter says: "It should be considered that the happiness, efficiency, and success of neither man's nor woman's life can depend on the perfect knowledge of any technical art. It is an excellent and useful thing to be a first-class maker of cheese, but the maker of cheese is likely to be more successful in that art, and will form a much more useful and capable member of the community, if the training in the technical art has been superimposed on a wider knowledge and a more generally cultivated intelligence." The treatise sketches the varied influence of the farmer's wife as it might be in the house, family, farm, and associations; and her social rôle is considered of the greatest importance, especially in the matter of checking rural depopulation. Accounts are given of

the professional training of the farmer's wife in Britain and various countries on the continent; in France the syllabus of instruction in some primary schools is very comprehensive. In Canada, the United States, and Poland an excellent organization exists in the Women's Institutes, composed of farmer's wives, in which questions of importance to dwellers in country districts are discussed, and the range is a wide one, as a glance at the programs will show: starting from "Yeast," one of them ranges through twenty subjects to "Books."

But it is in the experience of Belgium that the author is most interested; and here the agricultural training for girls has reached a fairly good standard, but is not yet satisfactory, as only a comparatively small sum is devoted to the purpose by the government. Public courses of lectures for farmers' wives have been instituted, and an experiment made by establishing Teachers' Study Circles to enable the teaching staff to keep in touch with all the newest processes and developments in other countries, and to study general questions of domestic economy, hygiene, education, gardening, care of animals, &c. The number of Unions of Farmers' Wives is increasing, and they now possess a National Committee. Various suggestions for the formation of associations take up one chapter, but the hints for lecturers strike us as being rather elementary. A very good bibliography in the French, German, Flemish, and Dutch languages, as well as English, ends the book. It is worth study as indicating a sphere of life and labour that is too little known: and to all rural teachers the study would be of much profit.

The Relations of Education to Citizenship. By S. E. BALDWIN.
(6s. Frowde.)

A series of addresses given at Yale University are here issued, which advocate the conscious and serious acceptance and practice of personal service to the State as a voter and a citizen. The advantages and power possessed by the educated for this purpose are emphasized. The lectures are discursive and not always interesting; but good points are made throughout. We select one: "The weak point of our . . . system of education seems to me in giving, in the earlier school years, too little information about necessary things, and perhaps, in the later school years, too much information about unnecessary things." And an insight not general is shown in the remark that "the ordinary man has a poor sense of proportion. He is too apt to be an extremist without knowing it."

The Everyman Encyclopædia. Edited by ANDREW BOYLE.
(12 vols. 12s. net. Dent.)

The old year saw the completion of this truly popular work of reference and every man a globe of knowledge, to use Bacon's phrase, for less than he is charged for the current issue of *Who's Who*, or, to reckon by words, matter that would occupy fifty average six-shilling novels. In previous notices we have sufficiently indicated the objects and plan of the work. Every encyclopædist and lexicographer must necessarily build on the foundation laid by his predecessors, and Mr. Andrew Boyle would be the first to own his obligation to the last edition of the "Encyclopædia Britannica," just as every future English dictionary will inevitably be indebted to Sir James Murray. In criticizing the article "Education" we noted some omissions, and these have not been made good in the subsequent volumes. We still lack a definition of "Public school," and for "Secondary" we are referred back to "Education." "Teachers' Registration," our King Charles's head, is missing. Under "Co-education" Miss Wood should be Miss Woods, and Cecil Grant's monograph is equally worthy of mention. Quick's Christian name was Hebert, not Herbert. Recent movements and heresies—Eugenics, Pragmatism, Syndicalism, Women's Suffrage, down to the "Cat and Mouse" Act—are duly recorded; but in education we miss Eurhythmics, Heuristic, Formal Training, the New or Reformed Method, Spelling Reform. It is strange to read of C. S. Calverley as "best known for his examination paper on Pickwick." Two famous epigrams record that at Harrow and Balliol he was known as "Blays," and his translations into English deserved a line. Nor should we describe J. K. Stephen (eldest, not second, son of the judge) as a "poet." But, like Scholasticus, we are judging a house by a specimen brick and examining the brick from a microscope.

French Idioms and Proverbs. By DE V. PAYEN-PAYNE.
Sixth Revised Enlarged Edition. (D. Nutt.)

We welcome a sixth edition of this collection, which we would commend to pressmen among others. We happened, as we were writing, to glance at the *Westminster Gazette* and found on the first page *recueillir à mieux sauter*. A double entendre and *en d'shabille* may possibly claim the right of naturalization, but the same claim cannot be allowed for *toujours perdrix, hors d'œuvres, nom de plume*. In the model French translations of *Everyman* we have twice found *hommes de bien* rendered "rich men." In the last edition several misprints have been corrected,

and Mr. Payen-Payne has found what we have long sought in vain—an equivalent for "a white elephant." *Béla's* *eis* *deur* still needs correcting, and *Addendum parvo* is probably the monkish form of the proverb—*parvum* cannot be right. Among books of reference, Billandeau's "Recueil de Locutions Françaises" well deserves mention.

Lectures Illustrées. Par E. MAGEE et M. ANCEAU.
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A capital reader for beginners in the second term. The Lectures consist of simple descriptions of scenes and incidents in the life of a French child, anecdotes and nursery poems. Grammar questions follow each lesson, impressing the accidence. The full-page illustrations are not, as is usual in Reformed Method publications, mere blackboard sketches, but attractive pictures.

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The prose volumes, which include selections from Borrow, Parkman's Conspiracy of Pontiac and Caxton's version of Reynard the Fox, are even more original than the poetry. We confess that the apology for the last strikes us as a piece of special pleading. If a justification was needed at all it would have been better to reproduce A. J. Froude's famous essay. The defects we have pointed out do not seriously detract from the striking qualities of the editor's work, and we hope that the series will be as widely used as it deserves to be.

A Biblical History for Schools (New Testament). By F. J. FOAKES-JACKSON, D.D., and B. T. DEAN SMITH, M.A.
(3s. 6d. net. Cambridge: Heffer.)

"This volume is an attempt to place before beginners a compendious account of the New Testament, its contents, history, and environment." To write such a book must have been by no means an easy task. The present attempt may be said, on the whole, to have achieved a considerable measure of success. The plan of the authors is as follows. The first three chapters are introductory, dealing with the New Testament generally—its contents, manuscripts, and versions—(Chapter I); Palestine between B.C. 5 and A.D. 37 (Chapter II); and a sketch of the early history of Christ from the birth to the beginning of the Galilean Ministry (Chapter III). Chapters IV to X deal with the Ministry of Christ as depicted in the Gospels, and include separate discussions of the last week in Jerusalem, the Crucifixion, Resurrection, and Ascension. In Chapters XI to XV the history embodied in the Acts is carried down to St. Paul's second journey; then follow discussions of the Epistles to the Thessalonians (Chapter XVI), St. Paul's third journey, his arrest, and trial (Chapter XVII), the Epistles of the third journey (Chapter XVIII), the journey to Rome, and later years of St. Paul (Chapter XIX), and a chapter on the later Epistles of St. Paul (Chapter XX). Finally, the Epistle to the Hebrews (regarded as of uncertain authorship), the Catholic Epistles, and the Apocalypse of St. John are discussed (Chapters XXI to XXIII). Here the case against the Petrine authorship of

(Continued on page 108.)

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2 Peter is cautiously put, and the Apocalypse is regarded as the work of a Christian prophet of Asia Minor, by name John (not the Apostle). This chapter (on the Apocalypse) is an admirable piece of work. The whole is written in a clear and interesting way, and ought to prove invaluable for the work of higher forms, and, indeed, as an excellent introduction for private study to begin with. The authors are to be congratulated on having produced an Introduction to the New Testament which is suitable for school use. We can recall no volume exactly like it. It certainly deserves a successful career, and will, we trust, be the means of stimulating an intelligent interest in the New Testament literature, as a whole, in circles to which ordinary New Testament Introductions would not be likely to gain access. The volume is handy and compact in form and well printed. There are some excellent maps (including a plan of Herod's Temple), and an Index of Greek words, which are occasionally cited, but in such a way as not to interfere with the progress of readers who do not understand Greek.

The Epistle to the Romans. Edited by R. ST. JOHN PARRY, B.D. With Introduction and Notes. (3s. 6d. net. Cambridge University Press.)

This is a volume of the Cambridge Greek Testament for Schools and Colleges, to which it is an important addition. The Introduction includes interesting sections on imperialism as a possible factor in St. Paul's intellectual development, on the History of the Roman Church, on the Pauline doctrine of justification, as well as on the ordinary topics. The notes are careful, scholarly, and thorough, and there are at the end some useful detached notes on important points.

On the Foundation and Technic of Arithmetic. By G. B. HALSTEAD. (4s. net. Chicago: Open Court Publishing Company.)

The mature teacher will find this book helpful, because he will be able to use it with discrimination, and also to thread his way through a somewhat meandering discourse. For example, much of Chapters XIII and XVII should come with Chapter III, and then the distinction between mere succession and group-imagination would be far clearer. The historical part of the work is suitable and interesting, and the pure psychology of early number is sound. Methods are not altogether satisfactory, nor are they treated of in sufficient detail to be of much value. There is a serious blunder in subtraction, where the complementary method is to be used, and yet the "carrying" is to be explained by the theory of equal additions.

Practical Mathematics. By NORMAN M'LACHLAN. (2s. 6d. Longmans.)

As a collection of elementary examples in practical mathematics, to be worked under the guidance of a teacher, this piece of work has considerable merit, but it is spoilt by the remarks leading up to each set of exercises, which seem to indicate that the examples are to be worked by unconnected rules of thumb. This criticism applies especially to Chapter IX, a chapter which the author definitely regards as of fundamental importance.

"Lands and their Stories."—Book VII: *Asia, Africa, and America* (outside the British Empire). By H. W. PALMER. (1s. 9d. Blackie.)

This concluding volume of the series with its coloured plates and endless woodcuts and other illustrations is a marvel of cheapness. Our only quarrel with it as teachers is that the joint comes at the end of the entertainment, and the pupil who has feasted on the choice morsels from books of travel and racy pictures of the Jap and John Chinaman will have little stomach for the solid physical geography with maps of mountain ranges, rainfall and temperature which is served up as an Appendix. Of course, the wise teacher will combine the grave and gay, but we should have preferred to see them presented in combination.

Britain and her Neighbours. Book III: *The Beginnings*, 55 B.C.—1066 A.D. (1s. 3d. Blackie.)

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IDOLA LINGUARUM.

By Prof. JOHN ADAMS,

NO one should be surprised to find a new Idola series,
this time dealing specifically with language, since
language has always held a unique place in the educa-
tional curriculum. To begin with, it is a means as well
as an end, and in its capacity of means it is essential
in the teaching of all branches of study. So completely
is the whole curriculum permeated by the means of com-
munication that people sometimes go the length of main-
taining that whatever branch he professes every teacher
is of necessity a *Sprachlehrer*. Those of us who have
to give instruction in the history of school methods are
thoroughly tired of the eternal recurrence of the struggle
between *words* and *things*. The theorist has to patch up a
peace between forces that were never really in opposition, and
the wearisome "Things, not Words" has to be met by the banal
"Things and Words." Either of them without the other is
useless for the purposes of the schoolmaster. Accordingly,
when our professional bias tempts us to lay undue stress on
the verbal side of our work, we ought to be grateful to those
critics who seek to bring us back to the true path.

Truth to tell, it is not criticism that is lacking. Down
through the ages there comes the ceaseless wail of the prac-
tical person against the bookishness of our profession. We
have "ate paper as it were" and "drunk ink." When
Shakespeare gently gibes at the schoolmaster for believing
that things are more to him because he knows the Latin
names for them, the pedant must accept the reproof. Yet
there is a sense in which the schoolmaster is justified in his
apparently monstrous contention. The real thing no doubt
remains the same by whatever name it may be called—or at
any rate as nearly the same as the flowing philosophy of the
Heraclitean school will permit—and yet different names may
indicate different points of view. The same long-eared shaggy

quadruped may be indicated by the two terms *ass* and *donkey*. But who will venture to maintain that the same meaning is conveyed by the two terms? The notice *Cave Canem* that we can read to-day in a deserted street in Pompeii is as real as the dog that once lived and barked, and no doubt bit, under it in the olden time. The warning without the dog is useless, but the dog without the warning is dangerous. We must get into the way of realizing that this is a world in which things must be related, not isolated, if we hope to lead a rational life.

It is perhaps a warrantable reprisal of the humanist when he plunges into the enemies' territory with Condillac's *mot* and maintains that "La science n'est qu'une langue bien faite." But the attack is pardonable only as a retaliation. The practical effect of facts is greatly modified by the mode in which they are expressed in our dealings with each other. When Sir Walter Raleigh asks us to be honest and to admit that there are no such things as synonyms, he sets us upon a path that leads far. The same fact may mean different things to different persons, or, if the reader prefers another form, two persons may be unable to apperceive the same fact. May not some one call upon us next to be honest and admit that there is no such thing as translation? When we say that we translate we usually mean that we find certain ideas expressed in one language and then express those same ideas in another. Then we quarrel about what we mean precisely by this process. It is difficult to reach agreement, but, as this is a gentle article and makes for peace, perhaps it may be allowed to assume that most people are willing to accept as a gauge of the accuracy of a translation the degree in which it reproduces in the mind of the reader the effect the original did in the minds to which it was directly addressed. But to succeed in this aim is to change radically the mode of expression. The abstractness of English must be replaced by the concreteness of Latin, the flowery vagueness of the oriental must give place to the polite conciseness of the occidental. The idioms of a country are a crystallization of the national character that must be dissolved out and recrystallized into the different forms that represent the character of another nation. We know that certain ideas have no word to represent them in some languages, and we are apt to draw more or less justifiable conclusions from this lack. We are familiar with the somewhat self-complacent way we reason from the absence of an exact equivalent for our English "home" and "gentleman." But it will better become us to illustrate the point by considering the implications of the fact that our one word "sympathy" has to do the work that is shared by three German words—*Mitgefühl*, *Mitleid*, and *Mitfreude*. Why is it that in English we have no word to convey the meaning of the French *frileux*, though our Scotch friends supply the lack in their "cauldriif"? It is not without significance that Matthew v, 5 should be rendered in English "Blessed are the meek," in German "Selig sind die Sanftmüthigen," and in French "Heureux les débonnaires." Something real lies behind the shock an Englishman feels when he first encounters this French equivalent for our "meek."

Strong as is the case that can be made out on professional lines, the advocates of language are not content to let matters rest there; they take a still higher flight, and claim pre-eminence. The humanist teacher is fond of quoting, with some emphasis, the lines in which Shelley, speaking of the Deity, tells us

He gave man speech, and speech created thought,
Which is the measure of the universe.

These be high thoughts and somewhat removed from the sphere of the working schoolmaster, though worthy of consideration under the title "Idola Linguarum." Without claiming actual priority for speech the schoolmaster may not unreasonably hold that the interdependence between speech and thought is sufficiently demonstrated to warrant him in demanding for linguistic studies a foremost place. To justify the demand it is only necessary to indicate the implications of the long-drawn-out debate regarding the possibility of carrying on thought altogether independently of words. Inconclusive as the debate has hitherto proved, it has at least demon-

strated the primary importance of words in our thought processes. We may be able to do a certain small amount of thinking without the use of words, but it is very generally admitted that it is impossible to carry on adequately a *train* of thought without the help of words or their equivalents in signs, motions, or other physical manifestations. Thought appears to require something to act as a sort of anchor and keep some of the elements in their proper relations while others are being brought into line with them.

All these considerations help us to understand the meaning underlying the statement sometimes made that a man is as much a man again for every foreign language he has mastered. Here we are being carried far past the mere utility of acquiring a foreign language as a means of communication between people of different nationality. The implication is that the sky really does mean more to the man who can name it intelligently from the standpoint of different nationalities. Volapuk or Esperanto, if successfully developed as world-speech, would no doubt be of immense practical use in carrying on the business of the world, but it would not be entirely without use in the higher sense implied in the saying we are dealing with. A world-speech would have the value of a lowest common denominator of world-thought, but it would also have the value of suggesting in a vague way the differences of thought lying behind it. A knowledge of the different languages brings out the differentiated thought that is crystallized in those languages. To learn a foreign language is not merely to acquire a new vocabulary; it is to attain a new point of view. Each new language acquired implies a new background against which all our ideas may be projected. A language cannot be studied intelligently merely as a language. It must be treated as the outcome and the expression of a special culture, a special environment.

Here we are brought up against the ever-recurring quarrel about the possibility of getting the full value of a literary classic through a translation. The practical Americans treat this question as settled, so far as a working scheme is concerned. At the University of Chicago there is a chair devoted to the subject of literature in English. It is the business of the professor—the present holder of the office is a distinguished Englishman—to bring before his students, in English translations, the masterpieces of world-literature. It is not maintained that the advantage the students derive from this study is identical with that resulting from a treatment of the works in the original languages. Even the least pedantic among us must admit that there is a difference between the original and the translation. But, while the importance of the language as such is not to be minimized, it must not be confounded with the importance of the background. The Professor of Literature in English is able, within the limits of his time, to supply the necessary background. One can conceive a capable teacher giving in one year a better set of backgrounds for understanding Latin literature than is acquired in ten by a student who works at the language merely as language. We are not here seeking to minimize the value of language as such, but are merely bringing out the results of the close connexion that we have seen to exist between speech and the things we speak about. The strength of the newer classical teachers lies in the fact that they realize the necessary connexion between literature and language on the one hand and literature and life on the other. Our best teachers have now come back to the standpoint of the earlier enthusiastic Humanists.

The place the teacher gives to vocabulary determines his attitude towards language teaching as a whole, whether we consider the mother-tongue or a foreign language. Too frequently vocabulary is viewed from a wrong standpoint. It may be dealt with either statically or dynamically. Words may be treated, as ideas sometimes are, as mere mental content. Pupils may be encouraged to collect words as they collect botanical specimens. It is true that words have in themselves a certain vitality that prevents them from ever being merely objects in a literary museum; but that it is possible to treat them on the herbarium plan is demonstrated by what actually happened in the case of some of the earlier teachers. Their object was to enable the pupil to acquire as great a collection

of words as possible, and to save his time certain ready-made collections were placed at his disposal. We read of gardens of words, forests of words, treasuries of words, all implying the selection of groups of words that were supposed to be specially valuable. The principle on which these vocabularies were framed was mainly static. No doubt the pupil was supposed to have exercises on the use of the words, but the word obviously came first in the estimation of the teacher; the exercise was more or less of an afterthought. Nothing proves this more clearly than the pride sometimes shown in demonstrating that no word was used twice in certain sets of exercises. The method was in its essence the same as that followed by the young student who, tired of continually looking up the dictionary for the meaning of words he had looked up before, set about learning the dictionary systematically, as being likely to save him trouble in the long run. Learning by vocabularies is really the heroic method of mastering the dictionary, smoothed down to human possibilities by adopting the Napoleonic motto "Divide and conquer." No doubt there is room for an intelligent use of vocabularies in the teaching of a language; but the vocabulary must be used as a smaller and more easily handled dictionary, and not as a mine from which material is to be dug in order to provide exercise in its use. It is amazing how frequently the fact that the vocabulary stands at the beginning of a lesson suggests to the teacher that it must come first in the pupil's learning. He must work up to, not down from, the vocabulary. We must pass from the text to the dictionary, not from the dictionary to the text. We acquire the meaning of words by using them, and by hearing or seeing them used. A great many words come to us without our ever having deliberately considered their meaning. How many of us ever learned by deliberate instruction or study the meaning of such words as "of," "do," "he"? In each new language we have to acquire the *Sprachgefühl*, and this comes only as a result of using the language. When we know a language imperfectly we are always appealing to the dictionary; when we have mastered the language we appeal from the dictionary to the *Sprachgefühl*.

The static view of vocabulary accounts for the ever-recurring disputes about the number of words that make up the vocabularies of people of different social grades. Sometimes we are told that an illiterate peasant gets along with some three or four hundred words. Others contemptuously demand at least twice this number for the yokel. A well-known professor of education, in the first edition of one of his works, maintained that a child of five knew only five hundred words. The Secretary of the Education Department of Quebec happened to read this in his drawing-room while his little girl of just five was playing about his feet. Picking her up he began an easy but quite fair investigation, and before he set her down again she had demonstrated her knowledge of over one thousand words. The confusion arises from that word "knew." We all know a great many words that we never use. For example, one of the stock complaints against our public-school boys is their extremely exiguous vocabulary. Indeed, as Mark Twain once reduced the whole German language to the two all-expressive words *Schlag* and *Zug*, so some critics would limit the vocabulary of the public-school boy to the two expressions "rotten" and "rippin'." The truth of course is that the boy has command of a great number of words that he would never think of uttering in ordinary conversation. Who ever heard a boy out of school hours use the word "nevertheless" or the word "albeit," both of which he probably quite well understands, though he might have a difficulty in explaining them?

The teacher finds it to his advantage to follow whither the dynamic view of words leads him, and that is to the conclusion that we each have different kinds of vocabularies—at least three different kinds: the speaking vocabulary, the reading vocabulary, and the writing vocabulary. In the case of an ordinary educated person the reading vocabulary is by far the most copious. Next comes the writing vocabulary, and at the bottom the speaking. The curious may amuse themselves by observing the fluctuating fortunes of the various vocabularies according to social and other variations. For the

educator the interest lies in the fact that it is his business to correlate the three vocabularies of his pupils. The teacher has always felt it to be his duty to increase the reading vocabulary of his pupils; the writing vocabulary has not been neglected; but the speaking vocabulary has hardly received its fair share of attention. In its case there is not so much need of increase as of organization. The reproach levelled at the public school boy's vocabulary may be justified to the extent that schoolmasters have rather despised the art of talking. It is a dangerous matter to interfere with traditions that have in other directions done such admirable service. But surely it is possible to develop a richer speaking vocabulary without running into priggishness. We do not want our boys to use "albeit," but we do want them to express themselves with a little more variety than we elders at least are ever privileged to hear from our pupils in their moments of leisure. The difficulty we have just encountered is only an additional illustration of the widespread range of the influence of instruction in the use of speech.

The language question permeates the whole of school life and work, and its problems cannot be limited to the rooms in which languages are taught. No master in a school, whatever his subject, can afford to neglect the teaching of language. Fortunately mathematical masters have long been convinced that accurate speech is essential to the scientific treatment of their subject. But the other specialists in school will be well advised if they take up their share in the work of teaching their pupils to express themselves accurately. Every written exercise in school should be regarded as an exercise in composition, as well as in the particular subject in connexion with which it is written. It is an unwise pose to profess to discriminate between matter and form to the disadvantage of form. The word and the thing signified are indissoluble in human experience, and what the nature of things has joined together let not the schoolmaster try to put asunder.

It is a platitude that language may be used to a bad end. We do not forget the moral of Caliban's complaint: "You taught me language, and my profit on't is I know how to curse." But here again we have but a reminder of the intimate connexion between form and matter. Most of the pitfalls of the teacher of languages are in some way or other connected with the neglect of this intimate relation, on which it is hardly possible to insist too strongly.

THE KINEMATOGRAPH.

ONE constantly hears the remark: "The picture palace [commonly called the "Cinema"] has come to stay." If this be true, it is time we understood the tendency of this new amusement. Yet we find that, beyond Canon Rawnsley and a few more lifting up their voices and revealing its true inwardness, our teachers, cleric and lay, ignore the subject. They ignore it, apparently, because it is popular—because, forsooth, to use the words with which we commenced this article, "it has come to stay." That the cinematograph has become popular cannot be disputed. Beginning as a toy, it is now a source of amusement for the many, and at the present moment may be said to influence the lives of millions in all parts of the civilized world. As a new form of entertainment the cinematograph is a powerful rival of the theatre; and it is difficult, in the present transitional stage, to prophesy what the outcome will be. Said a recent writer: "The theatre and the music-hall have been going arm-in-arm for some time now; and that, I honestly believe, to the advantage neither of one or the other; and here we have Mr. Arthur Bourchier, who has offered his arm before now to the music-halls, offering his other arm to the cinematograph. My firm belief is they should all three go their separate ways." Yet this is only one indication of the development of the film. Plays are now produced by Sir Herbert von Herkomer, who has a kinema studio at Bushey.

The kinemetograph, nevertheless, is but a travesty of the

real drama. It represents incidents which are accentuated for the sake of sensation. These incidents, for the most part, are not true to life: the photographs are taken under abnormal circumstances, and are not in harmony with their environment. Scenes are depicted which could not take place without the concurrence of two parties, who are, it is presumed, entirely antagonistic. Moreover, the photographs are "faked." The true human element is absent. Contrast this with the theatre. On the stage you have real flesh and blood; you have men and women proud to maintain their character as artists. There may be lapses, there may be exceptions, but in the best plays the personality is revealed. In the cinematograph, on the contrary, the comedies are ridiculous, the tragedies—well, it is impossible to say anything of them; they do not appeal to any thoughtful man or woman. The pictures may "catch on" for the moment, but they are entirely opposed to true art.

Yet the cinematograph is the most popular amusement of the day. There is hardly a town where it is not to be found. Even Stratford-on-Avon has been invaded, and it is said the Memorial Theatre is neglected for the Picture Palace. This is the more remarkable when we remember that from an artistic standpoint its shortcomings must be recognized. Its humour, its pathos, its passion are at the best not comparable to a good play, for the human element is absent. Indeed, there is a lack of reality about the whole performance. The photographs have been taken under conditions that cannot be considered normal or true to life. Further unreality is experienced from the fact that if the human voice is employed at all it is extraneous to the picture; it is something added to the pantomime, and we know it. The greatest asset of the drama, the human voice, actuated by real feeling, the expression of emotion, is wanting. These things are sufficient to condemn the picture palace, and to place it infinitely below the theatre.

It is claimed by some that the cinematograph is educative, or, at least, that it may be made educative. Let us for a moment see whether this can be admitted. Take an example. It has been stated that the growth of a plant can be illustrated by the cinematograph. "Here," says a schoolmaster in the *Manchester Guardian*, "in the twinkling of an eye, you have a plant grow, develop, and arrive at maturity. Yet in the schoolrooms of our progressive teachers you have the real plant grown in the germinating box. The child witnesses the slow development of the root and stem. The progress is noted in the drawing lesson and dated. In the senior classes the actual growth is measured. With a time record, and by the help of the metric ruler, drawing and painting lessons, a real idea of the growth of the plant is arrived at. Sense of time and proportion is presented to the child, but, in the film, the child knows it is not real—it is only a fake—and the sense of the unreal turns the child from it. It serves as a joke, but it is not science. I tested a class of senior scholars of an intelligent standard. They were required to describe a process which had been recently shown on a film at the picture show, and not one gave the proper sequences of the process."

According to a recent circular, "young minds do not learn, in any true sense of the word, by having information, unselected and heterogeneous, poured in upon them, but by assimilating what is given them by an active process analogous to physical digestion, and, to ensure that this, process is made possible, great care must be exercised, not only in the choosing of the films, but in the times of their exhibition." Every precaution, be it observed, is to be taken in the choosing of the films; "exciting scenes," we are told, "are to be avoided," and so on. Evidently, danger is admitted, and it is sought to minimize the danger. But is the game worth the candle? The mental demands are small; there is no true perception which is the result of observation and comparison. The desire for thought-action gives place to an inclination to have the senses atrophied. The brain is violently assailed through eye-gate alone; thought has no time to take its proper place; the mind cannot work freely. Canon Lyttelton believes that the influence of moving pictures is prejudicial to learning

exactly in the same way as the reading of snippets of information in halfpenny newspapers, only to a much greater degree. "If," he says, "the English people wish to create race suicide they can do it by over-taxing the brain energy of the very young, and never has human ingenuity invented a device more efficacious for this sinister end than the moving pictures."

We live in an age of science, but the knowledge we have gained, and are gaining year by year, does not necessarily affect life for the better. Our knowledge of fire is immensely in advance of our ancestors; the power of water was never understood as it is to-day; but we have learned that both fire and water, though they may be good servants, prove bad masters. And of the cinematograph in its present initial stage we may say its possibilities are great, but its influence, as it now exists, is frequently bad.

J. C. WRIGHT.

JOTTINGS.

THE Royal Sanitary Institute announce a course of lectures for school teachers, to be given at the Institute and Parke's Museum, 90 Buckingham Palace Road, on Physiology, Personal Hygiene, and the Sanitation of School Buildings and Dwellings. The lectures, at 7 p.m., will begin on Monday, February 16, and be continued on Mondays and Fridays till April 6th. The fee for the course is one guinea. Names should be sent in at once to the Secretary of the Institute.

THE Moral Education League will hold their sixteenth Annual Public Meeting at the Royal Society of Arts on Friday the 6th inst., at 8 p.m., when Mr. William Archer will deliver an address on "Knowledge and Character."

MR. J. HAROLD WILLIS, B.Sc., of the Education Officer's Department of the London County Council, has been appointed Principal Clerk for Higher Education under the Glamorgan County Council.

THE International Commission on Mathematical Teaching, of which the British members are Sir George Greenhill, Prof. E. W. Hobson, and Mr. C. Godfrey, will meet at the Sorbonne, Paris, on April 1-4, 1914, to discuss (1) the results obtained by the introduction of the calculus into the higher classes of secondary schools; (2) the place of mathematics in higher technical education. The General Opening Meeting will take place on April 2, at 9.30 a.m., under the presidency of M. Lucien Poincaré, Director of Secondary Education, when Prof. P. Appell will welcome the members, and Prof. F. Klein, President of the Commission, will deliver an address. Prof. Emile Borel and Prof. d'Ocagne will read papers. Conference tickets (gratis) and prospectus may be obtained on application to Mr. H. D. Ellis, Joint Hon. Sec., Mathematical Association, 12 Gloucester Terrace, Hyde Park, London, W., before February 26. Other meetings for which tickets may be obtained include those of the French Philosophical Society, April 6-8; the French Physical Society, April 15-17; the Congress of French Scientific Societies, April 14-18. The French railway companies will grant a 50 per cent. reduction to holders of conference tickets.

THE Welsh Department has issued for the use of teachers (price 3d.) an interesting pamphlet with suggestions for the celebration of St. David's Day. The one thing certain, or at least agreed upon, is that the Saint died on March 1. His earliest biographer, Rhygydd, lived some five centuries later and gave him the patriarchal age of one hundred and forty-seven years, but to the Welshman he is no legendary and half mythical figure like our English St. George. Of another Welsh worthy, Sir Hugh Myddelton, founder of the New River Company, there is a life and a striking portrait.

A MUSIC MISTRESS writes to us to complain of an unjustifiable system of touting that is creeping into the teaching profession. A certain London Academy which professes to impart "the one and only way of teaching music as an art," not content with circularizing head mistresses, is sending round a lady tout who inquires whether the Head is satisfied with her music staff, and urges her to send one or more to learn "the one and only way." Head mistresses will take warning and see that the lady-tout is not admitted.

THE REV. B. OWEN WILLIAMS, who died last month in his ninety-first year, was a contemporary of Tom Hughes at Rugby, and the original of "Slogger Williams" in "Tom Brown's Schooldays." His antagonist was the Rev. Augustus Orlebar, who died in 1912. The two combatants were lifelong friends.

IN the International Exhibition at Lyons, which will be open from May to October, "Schools" will form one section, and special attention will be devoted to the "Co-operation of Parents and Masters." Educators willing to contribute papers or documents to this section are requested to communicate with Prof. Paul Croizet, 110 bis, Boulevard Maiesherbes, Paris.

ARRANGEMENTS have been made by the Teachers' Guild for holding Modern Language Holiday Courses during the month of August at the same three centres as last year—Honfleur, Lübeck, and Santander. A full program will be issued in March.

AN American teacher hit on an ingenious device for improving the sanitation of a small country town. Finding that her lessons on health produced no effect on the home, she announced to her class one Friday afternoon that their work on Monday would be to write an essay on "The Worst Yard in Town and Why." Saturday would be a holiday to be devoted to a preliminary inspection, notebooks in hand. The best essay would be sent to the State Board of Health, who had offered a prize and would publish the prize essay. On her way home from the schoolhouse she observed the children busily raking and swilling their own yards, and in some cases the parents assisting.

THE Council of the Boy Scouts' Association are asking for an endowment fund of £20,000. The chief need is a special body of instructors for scoutmasters and others who would gladly take a part in the movement.

MR. H. J. CRAWFORD, Principal Clerk for Higher Education to the Glamorgan C.C., has been appointed Secretary to the University of London Appointments Board, in succession to Dr. A. D. Denning, resigned.

PROF. NAIRN will begin his course of six lectures on the Study of the Gospels in Relation to Teaching in Schools on Wednesday, Feb. 4th. The lectures will be given at 6.15 p.m., at King's College, Strand. For tickets apply to Secretary, Association for the Teachers' Study of the Bible, Avory Hill Training College, Eltham, S.E.

LAST December the London Teachers' Association instituted an inquiry as to the Promotion of Children and sent out a *questionnaire*, marked "Private and Confidential," to head teachers, asking for statistics, e.g. the number of children who had been in the top class for more than one, two, or three years. Sir Robert Blair has issued a circular informing them that they are prohibited by the Regulations from filling in the form "as it involves the use of school organization." The public will draw their own conclusions from this attempt of the L.C.C. to burke inquiry. We can only hope that we are doing them wrong, and that they are themselves conducting an official investigation.

MANCHESTER GRAMMAR SCHOOL.—At the Old Boys' Annual Dinner on January 8, Mr. J. L. Paton announced that, to celebrate the fourth centenary of the School, it was proposed to raise a fund of at least £10,000 among Mancunians, in order to pay off the debt incurred for their new buildings. At present this absorbed every penny of profits, and directly there was a balance on the right side the Manchester City Council and the other Educational Authorities reduced their grants. They needed money, moreover, for the purchase of playing fields and the extension of scholarships.

THE following candidates gained the Gold and Silver Medals offered by the Associated Board of the R.A.M. and the R.C.M. for the highest and second highest Honours marks respectively in the Intermediate Grade of the Local Centre Examinations in November-December last, the competition being open to all candidates in the British Isles. Intermediate Grade Gold Medal: Master Bernard T. Broughton, Liverpool, Violin. Intermediate Grade Silver Medal: Miss Catherine Campbell, London, Pianoforte.

THE Hon. Secretary of the Association for the Education of Women at Oxford writes to us to point out that, by a recent Statute,

women can qualify for Research Degrees in Letters and Science, though not yet actually admitted to the statutory degree. Candidates are required to have taken the Honours course at Oxford or a degree at some British University, and also to furnish evidence of their fitness to pursue research.

THE Head Master of Merchant Taylors School, Crosby, writes to us to correct the statement that the school had been transferred from the Company to the Lancashire County Council. It has an independent Governing Body, on which Oxford, Cambridge, and Liverpool Universities are represented as well as the County Council.

AMONG the New Year Honours, except the Right Hon. James Bryce and his four fellow Peers, there is hardly a name that will be familiar to the general public. In the profession, however, most will recognize Mr. Ernest Rutherford, Professor in the University of Manchester, Director of the Physical Laboratory, and winner of the Nobel Prize for Chemistry in 1908; and Mr. Robert Blair, Educational Officer of the L.C.C. since 1904.

THE Education Society of the Teachers' Guild is arranging a discussion on Saturday, February 7, at 5.30, at 74 Gower Street, on "The New Scheme of Training Teachers in Schools." Prof. Adams will be in the chair. Head and assistant masters and head and assistant mistresses wishing to attend should send their names to the Hon. Sec. of the Education Society at the Offices of the Guild, 74 Gower Street, W.C.

IN the *Bookseller's* classification of books published in 1913 Educational stand eighth on the list—453, against 521 for 1912 and 560 for 1911. Fiction, which, as usual, heads the list, shows a rise of 202 works since 1911.

IN spite of Lord Haldane's dictum, it may well be contended that the reform of education should begin from the bottom. In the care of infants England lags far behind other countries. In France Consultations des Nourrissons (Nurslings' Councils) were started in 1904. The movement spread, and in the intervening decade infant mortality in the principal French cities has decreased by a third. In 1905 Germany followed suit, and there are now 251 Infant Care Stations in the German Empire. In Berlin alone there are seven such stations financed by the Municipality, and the annual expenditure on each averages £2,400. In 1909 the babies brought to the stations numbered 13,494. As one result the percentage of bottle-fed infants has dropped from 60 to 35 per cent., and the infant mortality of the whole city has fallen from 20.5 to 15.6. In Great Britain there are only eight Schools for Mothers in receipt of over £200 a year. The highest is Glasgow (municipal), £650, and next stands St. Pancras (private), £600. We need another Florence Nightingale to preach the gospel of infancy.

OBITUARY: EBENEZER COOKE.

THERE died on December 16, 1913, in his seventy-sixth year, a man whose name will live as a pioneer of education. He was born at Horning, Norfolk, where his father had been the village schoolmaster. As a boy of twelve he came under the influence of a teacher named Morgan, an ardent disciple of Pestalozzi, whose influence can be traced through his subsequent career. At the age of sixteen he was apprenticed to Mr. John Lane, a lithographer, whose daughter he subsequently married, and started a flourishing business on his own account; but he discovered before long that his vocation was not business but teaching. So a teacher he became and remained to the very end, when death overtook him in the interval between two lessons.

In 1855 he joined Ruskin's drawing class at the Working Men's College. Ten years later he was appointed teacher of the Ruskin Drawing Class at the Working Women's College, Queen's Square, a post that he held for twenty-six years. He and his great master both came independently to the same conclusion on which his theory and practice were based: "Drawing from Nature is not drawing according to Nature, and the teaching of drawing must follow the nature of the child and its development." In 1878 he read a paper before the Education Society recently founded by C. H. Lake on Nature Teaching, illustrated by children's drawings, the earliest attempt to investigate this branch of psychology and

the precursor of James Sully's studies and numerous American monographs. In connexion with the Froebel Society he organized classes for blackboard, free-arm, and memory drawing, and elaborated his system of brushwork with colour and design.

In 1889 he co-operated with Sir H. Llewellyn Smith, the founder of the Whitechapel Crafts School, of which his son Gilbert was appointed Principal. The school, which still flourishes, won a gold medal for its exhibit at the Chicago Exhibition of 1893. Full particulars of his system and method may be found in Vol. I of "Educational Reports," under the title, "The A B C of Drawing, by E. C." He was also the author of the "New Alternative Syllabus of Drawing for Elementary Schools," issued by the Education Department in 1896, a syllabus which revolutionized the teaching of drawing throughout the country. From 1900 onwards he took an active part in all the International Congresses on Drawing, and in 1912 he was invited by the London County Council to give periodic lectures to their teachers, a post that he filled to the time of his death.

Ebenezer Cooke was the most modest and retiring of men, and others have reaped where he has sown. A tardy recognition of his public services came in the last year of his life, when his name appeared in the Civil Service List. He valued highly the honour, but died before the first instalment of his pension became due. Nor can he have seen what he would have prized no less, an article in the January number of a contemporary by Vice-Chancellor Sadler, in which his name is coupled with that of Richard Wormell (also gone to his rest), and another, as three pioneers of education.

COLONIAL AND FOREIGN NOTES.

GERMANY.

Defoe sent forth the first part of "Robinson Crusoe" in 1719.

Robinson Crusoe as Educator.

The following year a translation into German appeared, was received with favour, and became the begetter of a strange and numerous progeny: "The Spiritual Robinson," "The Medical Robinson," "Biography of the European Robinsonetta," "Robunse with her Daughter Robinsgen," and so forth. Pedagogues saw that the adventures of a Robinson could be converted into sugar coating for moral pills, and Campe's "Robinson the Younger" went through a large number of editions. Fifty years ago, in the winter of 1863-4, a series of conferences took place in Germany with the object of turning the story to the best possible account in religious education; and of these conferences the "Robinson Crusoe" published by Gräbner of Leipzig was the result. A jubilee revision of the book is now announced. Its main theme is the spiritual development of the young hero, and readers are shown his discontent with fate, then his repentance for the sorrow that he had caused to his mother, and lastly the emergence of an obscured faith in God. Whatever be the value of such a treatise in moral and religious education, it can hardly be credited to Defoe, who became tedious in proportion as he became didactic. Does anyone remember the second part of "Robinson Crusoe" with pleasure? By the way, the Germans must be distressed to learn that the hero, with them an educator, is in England the "principal boy" in a pantomime.

The English Government has been hard to move in the matter of Continuation. Indeed, only once has Mr. Asquith shown practically an interest in education.

When he transferred Mr. Runciman from the Board of Education to the Board of Agriculture it was to indicate an opinion that our children are, after all, of more importance than our salads. Meanwhile Germany goes forward and is steadily developing her forms of Continuation. We cannot in this journal follow the fortunes of the different Bills drafted to promote it in various German States. We look, however, at the latest of which we have knowledge—that for the Duchy of Oldenburg—and, instead of analysing the whole, we seek information from it on one matter. Section VII, *Das private Fortbildungsschulwesen und Fachschulwesen*, shows the German State at work in controlling private enterprise. The establishing and carrying on of a private institution for vocational training, says the Bill, needs the approval of the Landesamt. This approval is to be given only if the applicant can prove that he has adequate means, is of good moral character, and qualified to teach. It may be refused on other grounds; it may be given only for a time, and, for good cause, it may be revoked. With an application there must be sent in a plan of the establishment, showing the name that it is to bear. When the institution has been established, every change in the head master-

ship or in the staff, and all important alterations in the scheme of instruction and in the rooms where it is given are to be notified to the Landesamt. So cautiously does Germany guard her young in the field of Continuation. In England a burglar may keep a night school, and Fagin probably had a grant in aid.

Let us illustrate the actual state of affairs in Germany. At Dortmund, Westfalen, there is an industrial continuation school (*gewerbliche Fortbildungsschule*). The ninth year of compulsory attendance (*Pflichtbesuch*) ended on March 31, 1913, and the sum available for maintenance had been 108,650 Mk. How was it raised? Employers of labour paid 10 Mk. for each pupil; the State grant was 20,000 Mk.; 42,930 Mk. came from local funds, the town supplying and repairing the schoolrooms. The number of pupils at the close of the year was 2,272, and 477 were set free, their obligation to attend having expired. There were 87 classes, in 78 of which six hours of teaching a week were given, and in 9 four or five. Practical instruction was received by painters, printers, compositors, bookbinders, hairdressers, confectioners, and waiters. We shall be asked when the instruction was given. It was distributed thus: 32.28 per cent. of the lessons fell in the morning between 8 and 12; 27.17 in the afternoon between 2 and 6; and 40.55 in the evening between 6 and 8. No teaching was done after 8 o'clock in the evening or on Sundays. The attendance was fairly regular, absences being most numerous in the case of butchers (13.02 per cent.), and least numerous in the case of the railway men (4.48 per cent.). To enforce attendance, and for disciplinary ends, police punishments (*Polizeistrafen*) may be imposed; but during the year in question these were diminished in number by means of the newly introduced detention punishments (*Schülerarreststrafen*). The detentions took place on Sunday afternoon between 1 and 7, and were from two to six hours in duration, the pupils, collected in one room, being employed in writing—most commonly in copying out the regulations that govern the school. In 21 cases recalcitrant pupils had to be fetched by the police. Looking at a brighter side of the picture, we find that for conspicuous diligence or good achievement 147 pupils received *Prämien* (rewards) to a total value of 444 Mk.

Mr. Pease believes that compulsion were too drastic a measure for England, and, indeed, *Polizeistrafen* and *Schülerarreststrafen* might cost the party that made them possible some votes! For Germany, at least in many places, compulsion is not too drastic, and it yields her a goodly return. Those who will not pay the price of seed must not expect a harvest. Yet it grieves us that it should be said that Germany is making men whilst England is making money.

FRANCE.

The test of a good school in olden times was that the boy left it in the evening sore; then it was discovered that its merits were greater if he went to it in the morning gladly. From the text of an address delivered at the prize distribution of the *lycée* Hoche, the French seem to have learned the secret of making education attractive, at least in the elementary classes of the *lycée*. "Voyez-les arriver, nos petits, le pas alerte et la mine éveillée, par les chemins fleuris qui conduisent à la cour de récréation!" Have they the sullen look of children about to be bored? No—boredom has been banished from the *lycée*; its courtyards and its classrooms have been made pleasant places for the little boys. To charm their eyes the walls are adorned with pictures, engravings, and maps; to feed their curiosity and to develop in them the spirit of observation, collections are formed and little museums created, to which they themselves contribute objects of interest. At the *lycée* Hoche there is a magic lantern to teach by picture, and there is a botanical garden no less instructive. French is instilled not through commonplace phrases committed to memory, but by reading and commenting on the great writers. Arithmetic is made concrete, realities being joined to the notion of numbers. The children measure and weigh the things about them, and the problems that they do are the little problems of daily life.

The French girl used to be educated in convent schools; the Third Republic provides public *enseignement secondaire féminin* just as it provides secondary education for boys. What it offers is being accepted in growing measure. On November 5, 1913, there were 20,339 pupils in the *lycées*, as against 19,898 on November 5, 1912; there were 12,943 in the *collèges*, as against 11,882 in the preceding year; and lastly there were 5,076 attending secondary courses, as against 5,565. This decline in the number of those who attended secondary courses is itself a sign of progress, for it is due to the fact that the courses are being transmuted into

Continuation in Practice.

Or Compulsion.

L'éducation Joyeuse.

Statistics of Secondary Education for Girls.

collèges. In all, there were 38,358 girls receiving public secondary education in 1913 and 37,345 in 1912, an increase for the year of 1,013. In Paris alone the increase was about 600; it is in the towns that the Republic gains on the Church.

A new Library.

Last November there was opened a new library, *la bibliothèque Thiers*, installed in the house of the former President of the Republic. It is consecrated, in particular, to the contemporary history of France from the Revolution to the present day. The stock of books derived from M. Thiers himself is comparatively unimportant. The major part has been bought with funds provided by his sister-in-law; in 1911 the fine military and Napoleonic library of Henri Houssaye was acquired.

UNITED STATES.

The United States is ahead of us in respect of vocational guidance. The *Bulletin* (ix. 10) of the Grand Rapids Public Library—our thanks to the Chief Librarian for his kindness in sending it—shows

Vocational Guidance.

how much Middlesex has to learn from Michigan. In Michigan they give the child a chart of the seas before they send him forth on the voyage of life. He is encouraged to consider the elements of character that are wont to give success—to compare his own abilities and opportunities with those of successful men and women in the past. When he has fixed on work which he thinks he can do, his guides seek to stir his ambition to do it well. A purpose is now before him: when he has chosen a goal, even tentatively, his progress has direction. His later study of moral and social ethics becomes a study of himself in a social environment and gains thus illumination.

By what practical means is guidance furnished? In Grand Rapids through the English lessons, which all pupils must take from the seventh to the twelfth grade. Brief themes and discussions form the

How it is Given.

basis of the instruction. Boys and girls receive advice from special teachers, and books are classified so as to assist them at the several stages of their struggle towards a vocation. We give, in the wish to be helpful, the scheme of guidance, with examples of the books, taken from a list which is revision based on the experience of the last two years. Seventh grade: Theme—Vocational ambition. [R. S. Baker, "Boys' Book of Inventions"; Sarah K. Bolton, "Lives of Girls who became Famous"; Jas. Parton, "Captains of Industry."] Eighth grade: Theme—The Value of an Education. [W. Drysdale, "Helps for ambitious Boys"; G. B. Hill, "The Young Farmer"; Lu. Senarens, "How to become a Naval Cadet."] Ninth grade, first half-year: Theme—The Elements of Character that make for Success in Life. [W. H. D. Adams, "The Secret of Success"; O. S. Marden, "The Making of a Man."] Ninth grade, second half-year: Theme—Vocational Biography. [Lives of Franklin, Gordon, Florence Nightingale, &c.] Tenth grade, first half-year. Theme—The World's Work. [C. M. Alder, "Women's Ways of Earning Money"; L. R. Dicksee, "Office Organization and Management"; C. W. Haskins, "Business Education and Accountancy."] Tenth grade, second half-year: Theme—Choosing a Vocation. [Arnold Bennett, "How to become an Author"; Hugo Münsterberg, "The Choice of a Vocation"; J. S. Stoddart, "What shall I do? Fifty profitable Occupations for Boys and Girls."] Eleventh grade, first half-year: Theme—Preparation for Life's Work. [C. S. Cooper, "Why go to College?"; L. H. Gulick, "Mind and Work."] Eleventh grade, second half-year: Theme—Vocational Ethics. [T. G. Carson, "Man's Responsibility"; L. F. Post, "Ethics of Democracy."] Twelfth grade, first half-year: Theme—Social Ethics. [L. H. Gulick, "The Efficient Life"; F. D. Maurice, "Social Morality."] Twelfth grade, second half-year: Theme—Civic Ethics. [Lyman Abbott, "The Spirit of Democracy"; N. S. Shaler, "The Citizen."]

Columbia University, New York, is a giant among academies. To promote its work huge sums are subscribed. President Butler's Report (November, 1913) states that during the year the sum of 617,865 dollars

Columbia University.

was given to establish permanent funds or to add to existing funds; the sum of 337,475 dollars to purchase land or to erect and equip buildings; and the sum of 466,463 dollars to be expended by the University for designated purposes. And its students are numerous enough to fill a town: there are 13,120 of them receiving instruction in some form or another. But it is not in figures that the President's pride is placed. "The true test and measure of a University's efficiency," he says, "are to be found in the productive scholarship of the University's teachers and in the quality of the men and women who go out with the stamp of the University's approval upon them." He is able to point to a great mass of admirable work, the product of Columbia's studies and laboratories,

and to the amount and variety of the public service rendered by its members. What London University will become in the future we cannot say; in the development of it the authorities will do well to study the history and experience of Columbia as well as the rapid growth of the modern foundation, Berlin. An academy in a great city cannot draw its precedents from academies in the groves by Cam or Isis.

UNIVERSITIES AND SCHOOLS.

LONDON.

The two outstanding events of the month have been the Conference on Military Education and Sir Hildred Carlile's benefaction of 100,000 guineas to Bedford College for Women. The Conference drew a large and representative attendance, including Sir Edmond Elles, Sir Robert Baden-Powell, Sir Lonsdale Hale, Prof. Spenser Wilkinson, Mr. L. S. Amery, M.P., and representatives of the War Office, the Territorial Force Associations of London and the Home Counties, the London County Council, several City Companies, and the bodies specially interested. A resolution was adopted without dissent declaring that a need exists in London for a special institution for military education, particularly for students of the University and for Territorial officers. It was moved by Sir Edmond Elles and seconded by Mr. L. S. Amery, and a notable contribution to the discussion came from Prof. Spenser Wilkinson, whose work at Oxford as Professor of Military History is well known. A committee is to be formed to draw up a scheme for the proposed institution.

Sir Hildred Carlile's princely benefaction to Bedford College, in memory of his mother, Mrs. Edward Carlile, should enable the College to take a foremost place among institutions for the education of women. As Lord Haldane said, in acknowledging the offer, "Sir Hildred's generosity will place the College on an enduring foundation and has set an example which should influence the ways of thinking of others." The purposes for which the money is to be used have not yet been determined, but it is expected that a part of the fund will be used for the establishment of professorships.

A scrutiny of the lists for the B.A. and B.Sc. Honours recently published throws an interesting light on the work of the internal colleges and on the subjects studied. At the B.A., 13 took Honours in Classics, 8 in Mathematics, 53 in English, 32 in French, 8 in German, 3 in Hebrew, 4 in Philosophy, 1 in Psychology, and 26 in History. At the B.Sc., 13 took Honours in Mathematics, 18 in Physics, 48 in Chemistry, 6 in Geology, 13 in Botany, 1 in Zoology, 3 in Physiology, and 2 in Psychology. It will be seen that the largest Honours Schools are in order: English, Chemistry, French, History, Mathematics, Physics, and Botany; and of these, History has probably progressed most rapidly in recent years. At the B.A. the success of students at Bedford College and Holloway is particularly noticeable. University College and the Royal College of Science show the greatest numbers of successes at the B.Sc. Examinations. King's College does well in Physics, taking 7 places, against 5 for the Royal College of Science and 3 for University College.

Your correspondent looked in at a protest meeting held at the smaller Queen's Hall, on January 9, on behalf of external students. Canon Masterman appeared as a new convert to the cause. A resolution was adopted strongly deprecating any proposal that limitations should be placed upon the existing facilities for obtaining external degrees at the University. No one pointed out that limitations are at present in operation in respect of external degrees in medicine, architecture—and, I believe, mining—in each of which a course at an approved institution has been followed before an external student is admitted to the degree examination. At this precise moment, in the view of the meeting, such limitations are to stop—thus far and no farther. The Royal Commission suggests *inter alia* that a similar limitation should be extended to degrees in the proposed new Faculty of Technology. The meeting emphatically protested against the suggestion—possibly with reason—but the question is evidently one for experts. The meeting was on surer ground in demanding the continuance of the present powers of Convocation and opposing any change in the organization of the University which would lessen the influence of graduates upon its governing body or councils. One witty speaker suggested that the Commissioners, before applying these principles for the government of Universities in their own Universities, had thought it best to try the experiment on a dog.

A standing reproach to the University—its indifference to the social life of its graduates and undergraduates—is at last to be partially removed by the opening of a club for graduates, teachers, and officers of the University. Premises at 19 and 21 Gower Street have been selected for the first home of the Club. The houses are

directly opposite the site of the proposed Shakespeare Memorial Theatre. A strong and representative committee has been formed with Sir Henry Miers (Principal of the University) as Chairman.

OXFORD.

The first meeting of Congregation this term is to be devoted to the consideration of amendments to the Statute for the reform of Responsions. They are of two kinds. Some are intended to make the examination easier. One, for example, proposes that there should be four rather than five subjects. The result of this, as Latin, Greek, and mathematics must be left in, is to make English optional. Another which will probably meet with general approval proposes to keep algebra and geometry as alternatives. The other class of amendments deal with Latin and Greek and propose to allow the use of dictionaries in translation and of grammars in composition. It will be interesting to see their fate. The Statute as a whole will probably pass, though there is strong opposition to it in certain quarters.

On February 3 Congregation will have before it the second attempt to change the Constitution of Council. The new Statute is framed in accordance with the voting on a series of resolutions presented by Council to Congregation the term before last, when Congregation, having previously rejected a proposal to throw all seats open without distinction on the ground that such a plan was unfair to the professors, then proceeded to reject all other alternatives offered to it and to pass the proposal it had previously rejected. The professors will protest against the abolition of their privileges, and with some reason. In the original proposals for reform it was proposed to give the professors some special privileges on the new General Board of the Faculties and on the newly constituted Boards of Faculties, and it was thought that as a compensation for this the special seats for Professors in Council might be abolished. As the statute dealing with those matters passed through Congregation however, amendments were introduced and carried which left the Professors on the whole in a position of less authority than they had had—a strange result of reforms part of whose object was supposed to be the assertion of the University against the colleges.

I ought last term to have noticed the passing of a Statute which allows women to obtain not indeed degrees but certificates corresponding to the degrees of B.Litt. and B.Sc. One noticeable feature in it, amendment to which was threatened but not pressed, is that it allows the work of candidates to be supervised by persons who are not members of the University—a proper recognition of the work of the staff of the Women's Societies.

The repetition this year of the congestion of scholarship examinations in the first week of December has renewed the hope that some system may be devised to distribute scholarship examinations more evenly over the year. All the Oxford colleges have now accepted the principle of rotation, but we hear that the opposition of Trinity prevents Cambridge from joining. That will probably mean that nothing will be done this year.

The last *Gazette* announces an amending Statute made by Christ Church, by which it is proposed to establish instead of the three existing Lee's Readerships three Professorships in Anatomy, Chemistry, and Experimental Philosophy. They are to be constituted when the present readerships fall vacant. As the Readership in Chemistry is at this moment vacant the University should soon have two Chemistry Professors. This, with the recent appointment of Prof. Perkin and the new laboratories which are now being built, should give a great impetus to the study of chemistry in the University.

Appointments.—The appointment of Mr. Wells to be Warden of Wadham will be welcomed by a large circle of his friends. Mr. Wells has to many people almost "been Wadham" for many years, and he has also played an important part in University affairs. Mr. A. C. Clark, of Queen's College, has been appointed Corpus Professor of Latin in the place of Prof. Robinson Ellis. Queen's College have filled up the vacancy thus caused by the election to a Fellowship of Mr. John Bell to Balliol College.

CAMBRIDGE.

The successor of Sir Robert Ball is Dr. H. F. Baker, of St. John's, and it is possible to doubt whether an election of the kind has ever given more pleasure than this does to the friends of Dr. Baker, so high and—one might say—so unusual is the regard with which he is honoured. A

great mathematician, he commands among men who have no mathematics a deep respect and admiration in virtue of an honesty of thought and character which are very unusual, and a gift of quiet friendliness happily less rare among students.

The *Review* announces that "the Chair was established for astronomy and geometry, and it is no secret that the electors had to appeal to the Chancellor to decide as to which of these subjects they should attach more weight." Dr. Baker's work has lain in the direction of geometry. It is interesting to note that the General Board—a much criticized body whom there are none to praise and very few to love—selected Dr. Baker to be deputy for Sir Robert Ball last term, and the Grace appointing him was published but not voted on when Sir Robert died. Their choice is thus strikingly confirmed.

Before we leave St. John's, it is pleasant to record the presentation of portraits of the Master and Prof. E. C. Clark. Perhaps the latter is the more successful picture, as the Master is painted standing with the air of a Vice-Chancellor, and the severity of the painter and perhaps the fatigue of standing have eliminated his twinkle—very much to the regret of his friends. It is unusual, I think, in the case of such presentations that the cost is over-subscribed, but in this instance it was, and the subscribers received cheques restoring each a third of his contribution. Someone has wittily called it "the picture that paid a dividend."

Prof. Clark, who has been Regius Professor of Civil Law for longer than most of us can remember, has placed in the Prime Minister's hands his resignation of his Chair. The appointment of a successor rests with the Crown.

Once more the question of Indian students has been raised by the Cambridge correspondent of the *Athenæum*. He emphasizes the solitude of Indian students here, so far as Europeans are concerned, though he acquits the English undergraduate of consciously avoiding them. I cannot quite go so far, as I have heard the abominable term "nigger" too often. The writer goes on to urge that the Indian element gains little either socially or intellectually from Cambridge, and does not even take part in our athletics. He debates, we are told, and it is darkly hinted that "he does not spend his leisure hours as healthy Englishmen in the University do." And the question is raised "whether the Government of India ought not to abandon their policy of encouraging students to come to England. Whether they get any good by coming to Cambridge is problematical, and whether the University does is certainly not a problem at all."

I disagree with the conclusions here, but I admit the base of fact. The Indian is a solitary figure but for his countrymen, and here and there an acquaintance with shop-girls at a dancing class. But will any action of the Indian Government stop natives of India coming to Europe for education—could a Government bar the exodus of natives of capacity to study at reputed seats of learning? And if it debarred them from Cambridge—or if the college tutors in some fit of ultra-tutorial narrowness excluded them, and were seconded by the Censor of Non-Collegiate students—what would happen? People forget or never noticed a letter once printed in the *Review* from a brilliant Indian—a University prizeman, not a British subject at all, but the subject of a native prince. He dealt with this suggestion of exclusion, for it is not new, and reminded us of what we—especially tutors and the like—forget: that there are other Universities. London, I understand, swarms with Indian students, and is not, I learn, a better place of resort for them; the conditions are worse than here—lodgings, associates, ideals, and all. But it was not of London that this gentleman reminded us: it was of Universities abroad which we do not control, and where the young Indian mind may be even less likely to be trained to love English supremacy. And there is America, too, I suppose, where at one time the Japanese thronged.

The other way out is in another direction. Hysterical efforts I have mentioned before by doctrinaire masters and professors to impose military efficiency on prospective B.A.'s by way of national service. Here is a national service, I venture to think, of a less histrionic kind, with no uniform, no flourish, no popular heroism—but real service for all that, and harder perhaps into the bargain—the cultivation of friendly relations with Indian students. Some of your readers may know such men—they and the Egyptians are in every University centre now—and I hope they will be willing to take the trouble to understand a stranger and a solitary.

I dare say some among your readers have their own quarrels with Mr. Lloyd George, real or imaginary. We, or some of us, have a grievance of our own. He has given notice to introduce to the House of Commons a Bill to deprive the Vice-Chancellor of his ancient right to

(Continued on page 120.)

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grant wine licences within the town. The custom goes back, we are told, to days when the Proctors tested weights and measures—I don't know if this included measuring the old "yards" of butter. It is urged that Mr. Lloyd George's Bill destroys a fine old curiosity, for nobody's gain, just out of official pedantry—that passion for making everything uniform which all small souls call principle.

Mr. Lloyd George, it is rumoured, is coming to speak at the Union this term ("Ladies Not Admitted"). May we not hope that he may be brought to book for this wanton intrusion into the sanctities of an ancient seat of learning? Whether anybody actually enjoys such a licence granted by the Vice-Chancellor, I do not know; but every antiquary can see the charm of the notion of the Vice-Chancellor having power to frustrate a mere Licensing Committee of Magistrates and flooding us with licences to sell wine. Whether those who complain would wish to see Proctors once more measuring butter and taking the content of pots, pints, and quarts, I cannot guess. Most Proctors, I expect, would claim they had plenty else to do. But how it would add to the picturesqueness of this steadily more modern town with its four hundred motor cars and cycles run by persons *in statu pupillari*, to see the Proctor in his cassock (revived for his benefit) remonstrating with a stallholder on the market who elected to sell butter by the kilogram instead of the yard!

Deplorably lacking as we are in all the fine old flavours that once made Cambridge Cantabrigian, some people still believe in us and give us gifts which make for efficiency. Lord Esher has offered to convey to the

Benefactions.

University for the use of the Arthur Balfour Professorship of Genetics, "the message, land, and hereditaments" in Storey's Way (to be known as Whittingehame Lodge) which are at present his property and Mr. Balfour's. The Museum of Archaeology and Ethnology has received from Sir Arthur Evans a collection of one hundred and twenty-one specimens of celts and spear-heads, Roman enamelled brooches, medieval badges, finger rings, buckles, and other things, all found in Cambridgeshire and the neighbouring counties. Finally, studentships are being created by the King Edward VII British-German Foundation to enable young Englishmen to study in Germany, and our own students are to be eligible.

All sorts of interesting people are coming to lecture and speak to us—Miss Malecka, Mr. Lloyd George, and so on—and the theatre is to give us no end of "Girls"—

Fixtures, &c.

"The Girl in the Something," "The Girl at the Something Else," and "The Girl from Somewhere Irrelevant"—your readers will know these masterpieces. Q. is become quite an institution, but I need not mention that; are not his lectures reported in the London press? Rumour says the General Board is worried about the difficulty of finding seats at his lectures amid the hordes of non-academic and non-paying guests.

Mr. Pollock has resigned the Secretaryship of the Lodging House Syndicate and been succeeded by Mr. Rushmore in his difficult and most responsible duties. Landladies and their handmaids and children in every variety of permutation and combination—what a vista of human problems to be solved by a mere don! and how much depends on it!

CAMBRIDGE TRAINING COLLEGE FOR WOMEN.—Nine students passed the examination held last December by the Cambridge Syndicate in the Theory and Practice of Teaching, six being placed in the Second Class and three in the Third Class. Nineteen students have entered the College this term, all of whom have graduated at a University—thirteen in London (four with First Class Honours), two in Dublin (both with First Class Honours), one at Cambridge, one at Aberdeen, one at St. Andrews, and one at Belfast. This makes the total number in residence forty-one. Scholarships or Bursaries for January have been awarded to: Miss A. I. G. Hewitt, B.A. Lond., Class II; Miss E. E. Hurt, B.A. Lond., Class I; Miss M. E. Johnson, B.Sc. Lond.; Miss K. M. Linton, B.A. T.C.D., Class I; Miss G. A. Moore, B.A. Lond., Class II; Miss R. E. Pugsley, B.A. Lond., L.R.A.M.; Miss D. M. Young, Mod. Lang. Tripos.

WALES.

The Circular of the Department on the Celebration of St. David's Day is noticed elsewhere. The average Welsh schoolboy's ignorance of his country's history is very often pretty complete. But by concentrating on certain stirring incidents in the lives of famous Welshmen, and by recalling great deeds of the past, much may be done to dispel this ignorance, which is all to the good. The *Pall Mall Gazette*, however, regards the Circular as a dangerous political document full of wild separatist ideas! The writer thinks that the curriculum seems to be guided by a jealous exclusion of anything suggesting that Welshmen have ties beyond the borders of the Principality, or that they owe any loyalty that is not purely provincial! The critic must have developed very confused ideas as to the mean-

ing of "nationality" and "patriotism," or he would not have written such nonsense.

Elementary Education.

The recent Circular issued by the Board of Education entitled "Tabular Statement of Staffing," &c., must provide some of our Welsh Education Authorities with uncomfortable reflections on their neglect of their duty to the public. The proportion of unqualified assistants per thousand pupils is in some Welsh counties extraordinarily high; and until it is remedied Wales, as regards its system of elementary education, must be regarded as the most unprogressive in the British Isles. Cardiganshire is the most backward of all the counties. There we find that there are five supplementary and seven uncertificated assistants to every one certificated assistant. Radnor is not much better, with four supplementary and three uncertificated teachers to every one qualified assistant. The figures for Cardigan (per thousand pupils) are 2.6 certificated assistants, 18.1 uncertificated assistants, and 12.7 supplementary, while the average for the Welsh counties is only slightly more satisfactory. The respective numbers for the whole of Wales are 6.8 certificated, 14.8 uncertificated assistants, and 6.6 supplementary teachers. Barry's figures are about the best in England and Wales, with its proportion of 31.2 certificated assistants to 4.8 uncertificated. In the matter of salaries also Cardigan and Merioneth are the lowest in the whole country. They receive £107 and £84 per annum when they are certificated—salaries which cannot possibly be described as adequate or just.

The bearing of these statistics on the efficiency of the intermediate schools is obvious. It means that the schools are compelled to do a great deal of elementary work which should have been done thoroughly and satisfactorily in the elementary schools, but as long as the primary schools are swamped by untrained teachers, no other course is possible.

The Governors of the National Library have arranged to deposit small collections of books at those centres where classes under the auspices of the Workers' Educational Association are held. These places include Towyn, Barmouth, Llanberis, &c.

The Swansea Education Authority has been agitated by being called upon to express opinions on two questions which have a perennial interest in Wales. In the first the local Cymrodorion Society sent a deputation urging the Council to make Welsh a compulsory subject in the elementary schools, and we had a restatement of the familiar arguments. The debate that followed naturally proceeded along the usual lines, for it is clearly beyond the wit of man to devise new arguments bearing upon this question. Opinion was so divided that no step has been taken. Then the local employers of office boys at sweating wages have been complaining that the products of the elementary schools whose services they manage to secure are not above suspicion in spelling and arithmetic. They made a vigorous onslaught on the whole system of elementary education. To pacify them a conference was held, which ended as usual—in nothing but talk.

Some twenty years ago Lord Merthyr, one of our greatest coal magnates, established a scholarship scheme to encourage miners to acquire some technical training in the higher branches of their calling. Ever since the question of the proper equipment of mining students has been carefully considered, and at last a well-equipped Mining School has been opened at Treforest in the Rhondda Valley. The course at Treforest will occupy three years, but the most proficient students will be encouraged to enter Cardiff University College for a fourth year course, and the School will endow five studentships of £50 a year each for that purpose. The scheme further provides for the devotion of £9,000 to the University College for the improvement of the facilities for mining instruction there. It is also proposed to extend the scheme by establishing more mining schools in West Wales. Most probably one will be found in connexion with the Swansea Technical College. The Miners' Federation are, however, opposing the scheme on the ground that it is dependent on private and not on public enterprise. But unfortunately our Public Authorities have shown no desire or intention of proceeding in the matter, and it was not until the Coal Owners' Association seriously considered it that any progress whatever was made towards the better education of the miner, on whom the prosperity of South Wales so largely depends.

SCOTLAND.

Principal Sir Donald MacAlister has now recovered so far from his long illness that he has been able to preside at one or two meetings held in his own house. He will, however, be unable for some time to

(Continued on page 122.)

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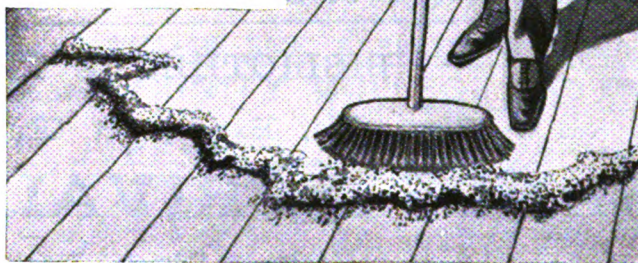


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resume his regular work, and he has in the meantime gone to the south of England. Mr. A. J. Balfour has delivered the greater part of his first course of Gifford lectures. He has not given them a title; but their subject is a study of the grounds of theism on the basis of what he describes as "inevitable beliefs." His audiences have been very large—the Bute Hall, which holds about twelve hundred people, being crowded on every occasion. The attracting force has doubtless been the personality of the lecturer rather than any strong impulse to the study of natural theology. At the monthly meeting of the University Court one of the Town Council representatives, whose term of office has expired, made a long speech about University affairs, in course of which he made statements about the standard of work of the students, the qualifications of the Carnegie students, the inclusive fee, and the accommodation of the Faculty of Arts, which showed that he had either failed to comprehend or misunderstood the actual work and life of the University. His speech was an innovation, and it is to be hoped that his successors will not regard it as a precedent. Mr. Matthew W. Robieson, M.A., Assistant to the Professor of Moral Philosophy, has been appointed Lecturer in Moral Philosophy and History of Philosophy at Queen's University, Belfast. The Shaw Fellowship in Mental Philosophy, open to graduates of the four Universities who took their degrees during the last five years, has been awarded to Mr. George A. Johnston, M.A., a graduate of Glasgow with First Class Honours in Philosophy and in Classics. The two candidates next in order were also graduates of Glasgow. Mr. Johnston is Assistant in Moral Philosophy at St. Andrews. The annual Statistical Report of the University shows that during the last academic year the teaching staff consisted of thirty-five professors, sixty lecturers, and eighty-eight assistants and demonstrators. Six members of the junior staff were appointed to professorships in other Universities and colleges, including Reading, Princeton, Sydney, Western Australia, Wigan, and Calcutta. The number of matriculated students was 2,835, including 648 women, as compared with 2,794, including 681 women, in the previous year. There were 1,231 students (including 502 women) in Arts, 492 (including 44 women) in Science, 57 in Theology, 717 (including 87 women) in Medicine, and 204 (including 1 woman) in Law. The number of degrees conferred was 535, as compared with 481 in the previous year. About one-fifth of the Arts graduates took an Honours degree. The number of members of the General Council is now 8,914. The late Miss Mary J. Murray

has bequeathed one-third of the residue of her estate to the University for the purpose of founding scholarships at Queen Margaret College for women students of Arts or Science who intend to become teachers. The amount of the bequest will probably be £3,000 or £4,000.

The University has suffered a very great loss in the death of its Chancellor, Lord Strathcona, who took a deep interest in its work and made benefactions to it amounting in all to about £35,000. At a meeting

of the University Court it was intimated that investments had been received from the Carnegie Trust for sums amounting to over £32,000, which have accrued during the last ten years, for the endowment of lectureships in political economy, German, education, and constitutional law and history.

The University Court, after consultation with the Senatus, has agreed to grant a diploma in education and to institute a post-graduate degree in education. A committee has been appointed to draft an Ordinance providing for the degree. The University has also resolved to alter the date of the Bursary Examination from September to June or July. The change, which will give great satisfaction to teachers, cannot, however, take place until 1915. Some years ago Glasgow University changed its date to June, and for many years the Aberdeen examination has been in March. St. Andrews has also promoted an Ordinance to enable a similar change to be made. The annual report of the University shows that during the last academic year the number of matriculated students was 3,261 (including 549 women). There were 1,200 students (including 506 women) in Arts, 412 (including 26 women) in Science, 60 in Divinity, 254 (including 1 woman) in Law, 1,315 in Medicine, and 20 (including 16 women) in Music. 641 degrees were conferred. The number of members of the General Council is 12,288, of whom over 1,100 are women graduates. Prof. Henri Bergson is to deliver his first course of Gifford Lectures in the summer term of this year. His subject is "Le Problème de la Personnalité."

The report of the St. Andrews Provincial Committee states that 220 students (of whom 166 are women) have been in training during the year at St. Andrews and Dundee. Sixteen of the students were graduates

Provincial
Committee.

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—see page 107.

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and fifty-nine were taking a University course. It is expected that the new training college and demonstration school will be completed at the end of the summer of 1915.

The annual Congress of the Educational Institute of Scotland was held at Aberdeen in the last three days of January. The President, Miss Fish, devoted her address to the question of teachers' salaries. She gave figures showing that more than two-thirds of the assistant masters in schools of all grades had salaries of less than £150 a year, and that less than 1 per cent. received salaries of £250 or more. Of the head masters, a little more than one-third receive salaries of more than £200, and only eighty-four receive as much as £400. In moving a resolution in favour of larger administrative areas for School Boards, Mr. Robert Dickson, M.A. Edin., pointed out that it took nine hundred School Boards to look after the education of one-half of the population, and only about fifty to look after the other half. In Aberdeenshire ninety School Boards with five hundred members looked after the rural districts, while one Board with fifteen members administered the City area with an equal population. This meant an enormous waste of money in the cost of administration. In Aberdeenshire the cost was 6 per cent. of the rates, and the total cost for the whole country was £132,000 a year. Resolutions were also adopted (a) in favour of increased Government grants; (b) protesting against the character of the Junior Student Course, which necessitates the continuous study of at least ten subjects throughout the course, while the secondary pupil has to study only four subjects; (c) in favour of a post-graduate degree in education; and (d) in favour of increased facilities for higher education in rural schools. Special addresses were also given by Mr. T. B. Morison, the Solicitor-General, on "The Teachers' Contract"; by Prof. J. Arthur Thomson on "Nature and Nurture"; and by the Rev. W. Main on "Continuation Classes." Mr. Main stated that since 1908 the number of continuation class centres had increased from 755 to 1,152, and the number of students in attendance from about 109,000 to about 145,000. Nevertheless, at present considerably less than 50 per cent. of the population between fourteen and seventeen years of age, and less than 25 per cent. of those between fourteen and twenty years of age, are under systematic instruction of any kind. The majority of the pupils attending continuation classes are doing so for one year only, instead of following an organized course for two or three years. Eighteen

School Boards have prepared by-laws for putting into operation the compulsory clauses of the Act of 1908. But Mr. Main regarded a general system of compulsion for evening classes as impracticable and undesirable, and suggested an alternative scheme (to be carried out with the goodwill of employers) by which boys and girls would attend day classes for four hours a week as part of their working day and without loss of wages, and in addition would attend classes for two hours in one evening a week.

The Edinburgh School Board has provided at Milton House School, Canongate, a set of workshops for the use of continuation classes in bookbinding, woodwork, stationery binding, and cookery, with a gymnasium in addition. The object of the Board is to develop technical instruction in the district in which the workshops are situated.

The Corporation of Glasgow has for some years organized a drawing competition, open to the pupils of Glasgow schools, the competitors having to select as the subject of their work any of the objects in the Corporation Art Galleries and Museums. The competitors are entirely unaided both in choice of subject and in manner of execution. The judges report that the work done has been of a high standard, that its excellence has steadily increased, and that, so far as the experience and knowledge of the judges goes, the children are producing work which is not excelled by that produced in any other city in the United Kingdom or abroad.

IRELAND.

Mr. Matthew W. Robieson, of Glasgow University, has been appointed to the Lectureship in Philosophy in Queen's University, rendered vacant by the selection of Mr. H. L. Stewart as Professor of Philosophy at Dalhousie University, Nova Scotia.

The Executive Council of the Association of Secondary Teachers held its annual meeting for election of officers and adoption of report in Dublin on January 10. The report was mainly confined to the negotiations carried on during the past year with Mr. Birrell and the head masters concerning the £40,000 grant and the *status in quo* of the

(Continued on page 126.)

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question. The Association, which claims to represent the majority of the lay teachers in Ireland, considers that "Mr. Birrell's conditions are a compromise between the interests of the head masters and those of the lay teachers, but a compromise very largely in favour of the former," but is willing to admit compromise to secure the grant—and there can be no doubt that in this later object the lay teachers are at one with it.

On the other hand, Dr. O'Dwyer, in a public speech delivered in the course of last month, emphatically repudiated the grant unless the conditions, at any rate that requiring a fixed percentage of lay teachers, were altered. "There are, and always will be, a certain number of lay teachers [in Catholic schools], but they are comparatively few, and whoever attempts to deal with Irish education should keep that fact before his mind. The Catholic people of Ireland will never tolerate any interference by Government with religious teachers in the supposed interest of lay teachers." Perhaps this is a question on which the final opinion of the Catholic laity of Ireland has not yet been formulated.

The Commissioners of National Education in their seventy-ninth report, for the school year 1912-13, state that the attendance during the year 1912 showed a slight falling off, which they ascribe to the weather conditions of that year. The percentage of the average daily attendance to the average number of pupils on the rolls was 71.3-73.1 in districts where there were School Attendance Committees, 68.3 in the remainder. The Commissioners defend themselves against the charge, sometimes brought against them, of returning money to the Treasury which might have been expended usefully. They explain that their estimate for the Parliamentary vote for Irish primary education has to be submitted to the Treasury four months before the financial year for which it is intended commences, and that there is serious difficulty in obtaining money subsequently for unforeseen purposes by a supplemental vote. The sum voted, therefore, represents the maximum amount upon which they are entitled to draw, and it cannot be expended at discretion, but must be applied to the purposes stated in the estimate and sanctioned by the Treasury, any surplus being retained by the Exchequer. The Treasury grant for medical inspection for the year 1913-14 is limited to £5,000, conditional on local contributions, and it is estimated that about £1,300 of this sum will be retained for schemes of dental treatment which the Board has sanctioned. Five dental clinics are being established in Dublin and the vicinity, and one each in Cork, Antrim, and Naas. Another to be sanctioned was started in Belfast last April; in it the services of doctors and dentists are given free, their value being treated as a local contribution earning an equivalent amount from the Parliamentary grant. The Bangor Urban District Council has initiated a scheme embracing all the schools in the urban district. Other schemes owe their inception to private enterprise; for instance, the clinics started by Viscount Gough in Co. Galway, and those instituted at Bushmills through the instrumentality of the Provost of Trinity College.

The Commissioners complain with some bitterness that their schemes for higher primary or continuation schools have been frustrated through the refusal of the Treasury to grant money for the purpose; and contrast the treatment of Ireland in this respect with that of Scotland, where it is estimated that the proportion of children who take a real course of higher instruction is one to six or seven. The proportion in Ireland, were the precise figures available, would certainly not be found to exceed one to thirty. In the matter of school-gardening, however, the Treasury has shown itself more liberal, and new developments are contemplated in this direction.

The Irish educational world has lost more than one prominent figure during the month. M. Edouard Cadic de la Champignonnerie, who died on January 10, had worked in Irish education for the past thirty years and had received for his services in promoting French instruction in this country the distinction of Officier d'Académie from the French Republic. M. Cadic was for many years on the teaching staff of Alexandra College and University College, was a Fellow of the Royal University, and on the foundation of the National University became its first Professor of French. He is regretted by a large number of friends and past pupils.

Dr. Patrick Joyce, who died on January 7, was from 1845 to 1893 in the service of the Board of National Education, and for many years of that time Principal of the Marlborough Street Training College. Dr. Joyce, however, was better known to the world at large through his interesting as well as learned works on Irish language and archæology, notably his "Social History of Ireland," and his book on "The Origin and History of the Irish Names of Places." His charming "Old Celtic Romances" introduced many readers to the world of Irish legend, and his histories of Ireland are standard textbooks in Irish schools.

(Continued on page 128.)

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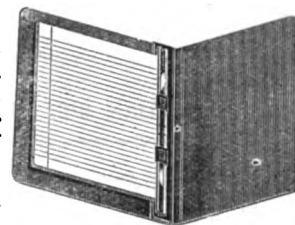
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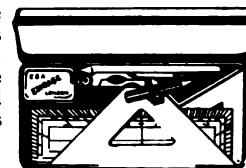
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IN THE SOUTH OF ENGLAND—continued.

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ON THE CONTINENT.

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A prize of £70 offered by the Educational Council of the Presbyterian Church in Ireland for the best Irish History suitable for schools, and open to all competitors, has been won by Miss Constantia Maxwell, Lecturer on History in Trinity College.
[Part of Irish Letter is held over.]

PRIZE COMPETITIONS.

The Translation Prize for January is awarded to "Lavengro."

Miss E. H. Wishaw's name should have appeared as the winner of the prize for October.

Will "Gradatim" be so kind as to send again her name and address?

The winner of the Translation Prize for December is Dr. R. L. Batterbury, Berkhamsted.

Shaftesbury, den ich nur zu nennen brauche, um jedem Gebildeten einen trefflichen Denker ins Gedächtnis zu rufen, Shaftesbury lebte zu einer Zeit, wo in der Religion seines Vaterlandes manche Bewegung vorging, wo die herrschende Kirche mit Gewalt die Andersgesinnten zu bezähmen dachte. Auch den Staat, die Sitten bedrohte manches, was einen Verständigen, Wohldenkenden in Sorge setzen muss. Gegen alles dieses, glaubte er, sei am besten durch Frohsinn zu wirken; nur das, was man mit Heiterkeit ansehe, werde man recht sehn, war seine Meinung. Wer mit Heiterkeit in seinen eigenen Busen schauen könne, müsse ein guter Mann sein. Darauf komme alles an, und alles übrige Gute entspringe daher. Geist, Witz, Humor seien die echten Organe, womit ein solches Gemüt die Welt anfasse. Alle Gegenstände, selbst die ernstesten, müssten eine solche Klarheit und Freiheit vertragen, wenn sie nicht mit einer nur anmasslichen Würde prunkten, sondern einen echten, die Probe nicht scheuenden Wert in sich selbst enthielten. Bei diesem geistreichen Versuch, die Gegenstände zu gewältigen, konnte man nicht umhin, sich nach entscheidenden Behörden umzusehn, und so ward einerseits der

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An einem solchen Manne fand nun unser Wieland nicht einen Vorgänger, dem er folgen, nicht einen Genossen, mit dem er arbeiten sollte, sondern einen wahrhaften älteren Zwillingsbruder im Geiste, dem er vollkommen glich, ohne nach ihm gebildet zu sein: wie man denn von Menächmen nicht sagen könnte, welcher das Original, und welcher die Kopie sei.

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(Continued on page 130.)

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Please see page 92 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

These School and Teachers' Advertisements are continued from page 93.

WELL educated young Parisian (diplômée, experienced) wishes to give LESSONS in FRENCH—conversation, grammar. Coaching for Examinations after Modern Methods. Write—Mlle MONNIER, 11 St. Georges' Square, S.W.

MASTERSHIP required, Assistant. Inter. Arts, Cambridge Teachers' Certificates. Experienced. Certificated. Good testimonials.—R., 2 York villas, Hythe, Kent.

GERMAN who has studied German and English Philology, desires position as Teacher in School or family for March 1, or later. State salary. Apply—sub J.N. 5376 to RUDOLF MOSSE, Berlin, S.W.

YOUNG GERMAN MISTRESS

(Teacher's Oberlyceum Certificate), desires engagement in April in High School or family (Scotland preferred). Special Subjects: German, Composition, French, History, Mathematics, Zoology, Singing, Drawing, Gymnastics. Fraulein KATHE HEINEMAN, c/o Miss Simson, Masson Hall, 31 George Square, Edinburgh.

LADY (L.R.A.M. and A.R.C.M., piano), seeks post as MUSIC MISTRESS. Non-resident preferred. Eight years' experience. Successful with Exams.—Miss MABEL CARPENTER, West Deeping Rectory, Peterboro'.

JEUNE fille française avec diplôme demande place institutrice au pair, dans famille. Très bonnes références. Ecrire—MARCELLE HENZÉ, 21 Ru du Canon, Le Havre, Seine Inférieure, France.

LOUISE MICHEAU, French

School Mistress, Diploma, brevet supérieur, 21 years old; father a member of the University. Wants a situation as FRENCH SCHOOL MISTRESS. Any references required will be given. Address: 8 rue Pasteur, Pontoise, Seine et Oise.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on advertisement. Post cards will not be sent on.]

STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

SCHOOL ORDERS.—A Gentleman already visiting Schools, Board, Church, and Private, can hear of additional commission by applying to McCaw, Stevenson & Orr, Ltd., Publishers, Belfast. State ground worked.

X

Other School and Teachers' Advertisements are continued on pages 130, 131, 132, 133, 134, and 135.

X

We classify the 75 versions received as follows:—

First Class.—Treb, Icenus, Ardeonagh, Nessko, Gazetta, Laven-gro, Anna Maria, Menevia, Accinctus.

Second Class.—F.R.P., Hans in Unglück, Competitor, Bat, Nil desperandum, Charon, Delta, Trim, E.C.F., Rebüd, Hahnenhor, Schwarz, Wickhamicus, Fiesole, Actonian, Saunton, Editha, Berna, Studierende Frau, *πρότερος πρότερον*.

Third Class.—Alta petens, Chingleput, Romani Chi, Waliserin, Schattenlos, Jem, Galwegius, Big Ben, Ivanhoe, C.H.S., Moriando vivo, Hellebore, Garnet, Iphigenia, Judex, W.H.S., Merrybent, Blackie, R.S.M., Dromio, E.T.A.E.

Fourth Class.—Lavender, Nil desperandum (Englefield Green), Holzbrücke, M.N., Cassandra, Hoffnung, Heimat, Awlaby, Audrey A. M. Bell, Amica, Chislehurst.

Fifth Class.—A.M.N., Norris, Gloria, Charlie, Quasi, S.R., Gollie, T.A.P., J.M., Ashley, Ave, Collin, Mouse.

The extract from Goethe was not too hard to have been set in the Higher Locals. The "Menaechmi" of Plautus puzzled many, but it should be familiar to most from Shakespeare's "Comedy of Errors," or they might have found it in Brewer's "Phrase and Fable." *Den Staat, die Sitten*: "Government and Morals." *Frohsinn*: "lightheartedness." *Heiterkeit*: "serenity" is the nearest equivalent, but the epithet "gay" is almost necessary to convey the German connotation of "joy and light." *Geist*, again, is hard to render; *esprit* would exactly express it, and "ready wit" might serve but that "wit" follows; we must be content with "intelligence." *Alle Gegenstände*: "all subjects, even the most solemn, must submit to this free and frank handling." *Bei diesem*: "this original endeavour to grasp and comprehend the whole world of thought necessitated the determination of the ultimate authorities."

A Prize of Two Guineas is offered for the best translation of the following passage from *Sainte Beuve*:—

Si on a contesté à Madame de Sévigné la naïveté de ses lettres, on ne lui a pas moins contesté la sincérité de son amour pour sa fille; et en cela on a encore oublié le temps où elle vivait, et

combien dans cette vie de luxe et de désœuvrement, les passions peuvent ressembler à des fantaisies, de même que les manies y deviennent souvent des passions. Elle idolâtrait sa fille et s'était de bonne heure établie dans le monde sur ce pied-là. Arnauld d'Andilly l'appelait à cet égard une *jolie païenne*. L'éloignement n'avait fait qu'exalter sa tendresse; elle n'avait guère autre chose à quoi penser; les questions, les compliments de tous ceux qu'elle voyait la ramenaient là-dessus; cette chère et presque unique affection de son cœur avait fini par être à la longue pour elle une contenance, dont elle avait besoin comme d'un éventail. D'ailleurs Madame de Sévigné était parfaitement sincère, ouverte, et ennemie des faux-semblants; c'est même à elle, une des premières, qu'on doit avoir dit une personne *vraie*; elle aurait inventé cette expression pour sa fille, si M. de la Rochefoucauld ne l'avait déjà trouvée pour Madame de La Fayette; elle se plaît du moins à l'appliquer à ce qu'elle aime. Quand on a bien analysé et retourné en cent façons cet inépuisable amour de mère, on en revient à l'avis et à l'explication de M. de Pomponne: "Il paraît que Madame de Sévigné aime passionnément Madame de Grignan? Savez-vous le dessous des cartes? C'est qu'elle l'aime passionnément." Ce serait en vérité se montrer ingrat que de chicaner Madame de Sévigné sur cette innocente et légitime passion à laquelle on est redevable de suivre pas à pas la femme la plus spirituelle, durant vingt-six années de la plus aimable époque de la plus aimable société française.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by February 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

These School and Teachers' Advertisements are continued from page 129.

ROBERT MAY'S GRAMMAR SCHOOL, ODIHAM.

(ENDOWED.) MIXED SCHOOL.

HEAD MASTER (married) wanted, not over 45 years, to enter on his duties end of April. Must be a graduate of a University in the United Kingdom, or have such other equivalent qualifications as may be approved by the Board of Education, and be familiar with the Board's requirements with respect to Secondary Schools.

Wife to superintend the boarding arrangements. Applications to be sent not later than the 9th February to the undersigned, from whom particulars and conditions of appointment may be obtained.

JAMES L. BROOKS, Clerk to the Governors. Odiham, Hants.

TYPEWRITING. — Literary and

Scientific work executed with care and expedition. Authors' MSS. 9d. per 1,000 words. Translations. Good Testimonials.—Mrs. FOWLER SMITH, 18 Village Road, Church End, Finchley.

OWEN'S SCHOOL FOR GIRLS. ISLINGTON.

Applications are invited for the Post of HEAD MISTRESS, the duties to commence in September. Candidates must be Graduates of a British University or hold equivalent qualifications, and must have had experience in a good Secondary School. Preference will be given to Candidates under 35 years of age. The commencing Salary will be £350 per annum, with a prospective Maximum Salary of £450, and will consist of fixed Stipend and Capitation Fees. There is accommodation for 300, and the present number in the School is 235. Applications for the Post, with 20 printed Copies of not more than Four Testimonials of recent date, should be forwarded on or before February 21st to THE CLERK, Brewers' Hall, Addle Street, E.C., from whom forms of application can be obtained.

MESSRS. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents

(Established 1833),

invite applications for the following immediate and Easter vacancies:—

Vice-Principal for school of good social standing. Must be energetic and of good personality. A lady able to take Mathematics preferred. Salary about £100 to £150, and possibly a percentage on profits. In the case of a very suitable Candidate having some Capital a partnership might be arranged.—No. 523.

Science Mistress wanted at once for Secondary School. Physics and Mathematics. Salary £120 non-resident.—No. 678.

Form Mistress wanted at once for Preparatory Department, Boys 6 to 9. Salary £100 non-resident.—No. 695.

Graduate wanted after Easter for English, History, Literature, and Scripture; some Latin. Nonconformist. Salary £80 resident.—No. 589.

Australia.—Mistress wanted as soon as possible to teach Mathematics and some Science. Church of England School. Salary £100 resident. Passage paid.—No. 539.

Kindergarten Mistress wanted after Easter. Must hold Higher N.F.U. Certificate. Experienced. Drill and Gymnastics a recommendation. Salary about £55 resident. Important School on East Coast. No. 708.

For details of the above and of other suitable vacancies, address—GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents, 34 BEDFORD STREET, STRAND, LONDON. Candidates should state full particulars as to their qualifications, &c., and enclose copies of testimonials.

JAMES ALLEN'S GIRLS' SCHOOL, EAST DULWICH GROVE, S.E.

—Wanted, next term, JUNIOR SCIENCE Mistress; special subject Chemistry; able to teach Elementary Experimental Science, Botany, and Mathematics. Degree or equivalent essential, also experience or training. Apply before February 11th.

WANTED immediately temporary MISTRESS till Easter, History and Mathematics essential, non-residence. State age, experience. Salary, qualifications to HEAD MISTRESS, Arnold-Forster High School, Burley-in-Wharfedale, Yorkshire.

India.—Kindergarten Mistress to teach Kindergarten subjects. Singing, Handwork, &c. Salary £100 resident. Passage paid. Wanted as soon as possible.—No. 615.

Domestic Science Mistress wanted at once. Cookery, Laundry, Housewifery, Needlework. Salary £100 non-resident.—No. 568.

South Africa.—Mathematical Mistress wanted after Easter. Must be well qualified and experienced. Salary £80 res.—No. 655.

Music Mistress wanted after Easter. L.R.A.M. or A.R.C.M. desired. Piano, Class Singing, Theory, and Harmony. Salary £60 resident.—No. 702.

Mistress wanted after Easter for Botany, Geography, History, Ablett's Drawing. Salary £50 resident.—No. 701.

Domestic Science Mistress wanted after Easter for Cookery, Needlework, Dress-making, Laundry, and Housewifery. Salary £50 resident.—No. 698.

S. America.—Well-qualified Music Mistress required. One desired who would take an interest in missionary work. Salary £70 resident. Passage paid. No. 707.

WANTED, in April, young English

Lady in good boarding-school in Rostock, Mecklenburg (North Germany). German in exchange for English. Good references. Apply to—FRAULEIN AMELIE SIEMSEN, Lankwitz/Berlin, Franzstrasse 6.

STOCKPORT MUNICIPAL

SECONDARY SCHOOL. — MISTRESS wanted after Easter. Chiefly Geography and Elementary Mathematics. Secondary experience essential. Application form and details on sending stamped addressed foolscap envelope to HEAD MASTER. Entries close February 9th. Salary scale £100 to £130. (Experience counted.)

Standard Educational Year Books

JUST READY.

The Public Schools' Year Book, 1914.

JUBILEE ISSUE.

Official Book of Reference of the Head Masters' Conference.
5s. net. By Post, 5s. 5d.

The Schoolmasters' Year Book and Educational Directory, 1914.

TWELFTH ISSUE.

The Standard Educational Handbook and Directory.
12s. 6d. net. By Post, 12s. 11d.

IN PREPARATION.

The Directory of Women Teachers, 1914.

A Parallel Book to the Schoolmasters Yearbook.
7s. 6d. net. By Post, 7s. 11d.

The Girls' School Year Book, 1914.

Official Book of Reference of the Association of Head Mistresses.
3s. 6d. net. By Post, 3s. 11d.

ALWAYS READY.

Good School Unison and Part Songs. 1d. to 4d.

Good Plays for Schools. With or without Music.

The English History Card. On linen card. 1s. 6d. a doz. A simple and clear chronological framework.

Latin Vocabularies for Preparatory Schools.

Scholarship and Common Entrance Words. 2s., Post Free.
Interleaved with blank writing paper for additions.

THE YEAR BOOK PRESS, 31 Museum St., W.C.

HORLICK'S MALTED MILK

MALTED BARLEY, WHEAT, and MILK in Powder Form

The wholesome nutrition of pure rich milk and choice malted grain, supplying strength and vigour, with little tax on digestion. Instantly ready for use by stirring briskly in hot or cold water.

NO COOKING REQUIRED.

Equally useful to both

TEACHERS AND SCHOLARS.

A glass of "Horlick's" is an ideal lunch, as a delicious and nourishing food-drink may be easily prepared in a moment. **Keep a bottle in your desk.** Horlick's Malted Milk will be found to supply the strength and energy so necessary during the long hours of study, and its use will prevent lassitude.

An efficient corrective of insomnia, taken hot before retiring.

HORLICK'S MALTED MILK LUNCH TABLETS.

A delicious food confection, to be dissolved in the mouth. Especially useful during study for exams.

In Glass Bottles, 1/6, 2/6, 11/-, at all Chemists and Stores. Liberal Sample, either in Powder or Tablet Form, for trial free by post on request.

HORLICK'S MALTED MILK CO., SLOUGH, BUCKS.

These School and Teachers' Advertisements are continued from page 130.

CAMBRIDGESHIRE EDUCATION COMMITTEE.

CAMBRIDGE AND COUNTY SCHOOL FOR GIRLS.

A MISTRESS is required for Modern Languages, chiefly French. She may be required to help with other subjects. Duties to begin in April, 1914. A degree, or its equivalent and good secondary school experience are essential. Candidates who have been abroad will be preferred, other things being equal. Salary £130 a year (non-resident), or according to experience and qualifications.

Forms of application, which can be obtained of the undersigned, must be returned on or before the 18th February, 1914.

AUSTIN KEEN, M.A.,
Education Secretary.

County Hall,
Cambridge.

WEYMOUTH SECONDARY SCHOOL.—Wanted, after Easter, FORM MASTER. Essential subjects: Art and General Form Work. Experience and qualifications in Woodwork, Physical Drill, French, English, or History a further recommendation. Salary £120 by £5 per an. to £160, but previous experience will be considered in fixing the initial salary. Applications giving full particulars with dates to be sent to the HEAD MASTER.

TYPEWRITING (Certificated).—

Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed. — DEXTER, 4 Gainsborough Road, North Finchley, London, N.

WANTED, in May, ART MISTRESS to teach pupils in all forms, and organize Handwork and Needlework. Experience and training in lower school work essential. Apply—HEAD MISTRESS, Girls' School, Newbury.

APPOINTMENT OF TWO ENGLISH MISTRESSES TO THE TRANSSVAAL

The Education Department of the Transvaal requires ENGLISH MISTRESSES for the Girls' High Schools at Pretoria and Johannesburg.

The appointments are to Grade A of the Transvaal Classification for High Schools, and the salaries are £330, rising by annual increments of £15 to £435 a year.

The qualifications required for Grade A posts are:—

- (1) University Degree, or other evidence of the necessary academic qualifications, and
- (2) The Transvaal Teachers' Second Class Certificate or other evidence of the necessary professional qualifications, and
- (3) Four years' experience, of which half at least must have been gained in Secondary Schools.

As the teachers may be called upon to assume general direction of the teaching of English in the Schools, it is essential that they should have had extensive and successful teaching experience. Candidates with qualifications in phonetics and elocution will be preferred.

Candidates should submit their applications in covers, marked C.A., to THE SECRETARY, Board of Education, Whitehall, London, S.W. Scottish Candidates should apply to THE SECRETARY, Scotch Education Department, Whitehall, London, S.W. The Candidate selected for Johannesburg will be required to take up duty as soon as can conveniently be arranged, and the candidate selected for Pretoria on or about the 10th April, 1914.

NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

Wanted, for GIRLS' SECONDARY DAY SCHOOL, April 30th, a MISTRESS offering either (1) French and English for middle school work, or (2) good Mathematics.

Secondary School experience, with ability to take hockey, tennis, &c. desirable. Salary according to scale.

Application forms may be obtained by forwarding stamped, addressed envelope to the SECRETARY Education Office, Northumberland Road, Newcastle-upon-Tyne, and must be returned by February 16th.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL

invites applications for the position of FULL TIME ART MISTRESS at the County Secondary School, Kentish Town. Salary £160 a year.

Applications must be on forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Thursday, 12th February, 1914. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment. No candidate who is a relative of a member of the Advisory Sub-Committee of the school is eligible for appointment.

LAURENCE GOMME,

Clerk of the London County Council,
Education Offices,
Victoria Embankment, W.C.
24th December, 1913.

KING EDWARD VI GIRLS'

GRAMMAR SCHOOL, LOUTH, Lincs.—Wanted, after Easter, two resident MISTRESSES, one for the Preparatory School (Higher Froebel Certificate), the other for Art (Ablett's System) and Junior School work. Salaries £60 to £70 resident. Also FRENCH MISTRESS, degree or equivalent; phonetics and good Secondary School experience essential, subsidiary subject English or Mathematics; £115 to £120 non-resident. Apply to HEAD MISTRESS.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the January Appointments for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM-MISTRESSES.

SENIOR MISTRESS for Girls' School on the South Coast, to teach Advanced English and some Music. Experience essential. Salary £40 to £50 Res.—No. 289.

ASSISTANT MISTRESS for large Private School in London, to teach the usual Form Subjects, Handwork, Arithmetic, and, if possible, Literature. French a recommendation. Salary £50 to £60 Res.—No. 389.

ENGLISH MISTRESS for School in Germany, to teach English (Grammar, Literature, and Conversation). Salary £1 a month Res. with 3 German lessons a week.—No. 526.

ASSISTANT FORM MISTRESS for Girls' Day School in London. Music a recommendation. Salary £50 to £60 Non-res. rising.—No. 407.

MISTRESS for Mixed Secondary School in the Midlands, to teach English and French. Elementary Nature Study and Games. Salary £100 to £110 Non-res.—No. 435.

MATHEMATICAL AND SCIENCE MISTRESSES.

MATHEMATICAL MISTRESS for Private School in the Midlands, to teach sound Mathematics throughout the School. Degree and experience essential. Salary according to qualifications and experience.—No. 54.

MISTRESS for Private School in the North, to teach Arithmetic throughout the School. Mathematics (Senior Cambridge Standard) and Modern Geography. French Conversation a recommendation. Degree or training, with experience. Salary £40 to £60 Res.—No. 418.

SENIOR MISTRESS for Private Boarding School in the North, to teach Mathematics (Matriculation Standard), General Form Subjects, including Elementary Science. Salary £40 Res.—No. 450.

ASSISTANT MISTRESS for Boys' Preparatory School in the South, to teach Mathematics, Geography, and French. Recommendation to offer Drawing or Games. Salary £40 Res.—No. 374.

MISTRESS for High School in the South East, to teach English to Senior Cambridge Standard, Botany to Matriculation Standard, and Arithmetic in Forms I to IV. Salary £55 to £60 Res.—No. 505.

SENIOR ASSISTANT MISTRESS for Mixed School in the Midlands, to teach Mathematics or Science. Drawing or Music a recommendation. Salary £120 to £130 Non-res.—No. 506.

MATRONS AND LADY HOUSEKEEPERS.

MATRON HOUSEKEEPER for Private School near London. Salary according to qualifications and experience.—No. 376.

LADY MATRON for Boys' small Preparatory School. Churchwoman. Salary £20 Res.—No. 517.

LADY ASSISTANT for Private School near London, to teach Needlework and to assist with the School Accounts and Domestic matters. Salary according to qualifications and experience.—No. 525.

JUNIOR FORM AND KINDERGARTEN MISTRESSES.

ASSISTANT MISTRESS for Mixed School near London, to teach the usual English Subjects. Games a recommendation. Salary £50 Res. rising.—No. 478.

ASSISTANT MISTRESS for Boys' Grammar School in the North, to teach the Lowest Form in the Preparatory Department. Salary £50 to £60 Non-res.—No. 527.

KINDERGARTEN MISTRESS for High School in the Midlands, to teach the usual Kindergarten Subjects and Elementary Drawing. Salary according to qualifications and experience.—No. 531.

KINDERGARTEN MISTRESS for Private Day and Boarding School in South Africa, to take charge of the Kindergarten and to instruct two Students in the Theory and Practice of Kindergarten Teaching. Salary £65 Res. Passage.—No. 535.

MUSIC AND ART MISTRESSES.

MISTRESS for small Private Boarding School in the South East, to teach Piano, Violin, and Class Singing. Solo Singing and Games a recommendation. Salary £35 to £40 Res.—No. 523.

MISTRESS for large Girls' School in Wales, to teach Drawing throughout the School. Singing with Junior Forms, and Elementary French. Salary according to qualifications and experience.—No. 529.

MUSIC AND ART MISTRESSES—continued

ART MISTRESS for Boarding School in the North, to teach advanced Drawing and Painting. Salary offered according to qualifications and experience.—No. 552.

MUSIC MISTRESS for Private Day and Boarding School in South Africa, to teach Piano and Violin. Salary £80 Res. Passage.—No. 536.

DOMESTIC SCIENCE MISTRESSES.

DOMESTIC SCIENCE MISTRESS for large Girls' School in Southern India, to teach Cookery and Needlework. Certificated. Salary £72 to £80 Res. Passage.—No. 509.

MISTRESS for Training School of Cookery and Domestic Science in the North, to teach Housewifery, Cookery, and Laundry. First Class Diploma. Salary £120 Non-res. rising.—No. 518.

DOMESTIC SCIENCE MISTRESS for High School in the Midlands, to teach Cookery, Laundry, and Housewifery. Salary according to qualifications and experience.—No. 530.

MODERN LANGUAGE MISTRESSES.

MISTRESS for Boys' Preparatory School in the South, to teach French, German, and Elementary Latin. Salary £90 Non-res. with meals at the School.—No. 533.

SENIOR ASSISTANT MISTRESS for Mixed School in the Midlands, to teach Modern Languages. Drawing or Music a recommendation. Salary £120 to £130 Non-res.—No. 564.

ASSISTANT MISTRESS for Mixed School in the North, to teach French to Matriculation Standard, Elementary German, English and Class Singing will also be required. Salary £130 Non-res.—No. 516.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

The Tutorial Institute, 39 BLOOMSBURY SQUARE, LONDON, W.C.

Principal: J. F. EWEN, M.A., Honours.

LECTURERS AND TUTORS:

Dr. E. DALE, M.A., D.Litt. London.
F. H. SISLING, B.A., Honours English and French.
T. REED, A.R.C.S., National Scholar in Biology.
A. E. ALCOCK, B.A., Wadham College, Oxford.
W. B. EDMONDS, Fellow of the Royal Geographical Society.
Miss A. FITZPAYNE, Higher Froebel.

R. J. DALLAS, M.A., Wrangler, Cambridge.
O. D. COLLINS, B.Sc., Prize in Psychology.
C. L. WILLIAMS, B.Sc., Honours in Physiology.
E. C. LONGLAND, B.A. London.
Miss A. SPRAGG, Higher Froebel.
Miss E. KENNETT-HAYES, First Class Higher Froebel.

L.L.A.

The Tutorial Institute again Leads.

For the last four years the Tutorial Institute has been officially credited with the Highest Results in London. During the last 17 years we have prepared most of the candidates that have been successful at L.L.A. by correspondence.

Successes include First Class Honours in Literature for three years in succession. All awarded Honours in Education, all but one in History. All sent up obtained Honours in French. Most of the successes in English Language.

In 1913 our successes were 50 per cent. more than in previous years.

Oral Classes in usual subjects.

NEW TUTORIAL GUIDE TO L.L.A. with Syllabus,
Free on naming this paper.

HIGHER FROEBEL.

Part I. During the last two years 113 of our students have passed in all subjects, with 122 First Classes and 12 Distinctions. Top students two years in succession with Firsts in all subjects by correspondence.

Part II. At last examination 34 completed the Higher Certificate with numerous Firsts, including the *only* student who obtained Distinction in Handwork.

Elementary is recognized by the Board of Education as a Kindergarten Certificate. Many of our students have obtained it by correspondence.

Also Oral Classes for all Exams.

HANDWORK.

The Tutorial Correspondence Courses in Handwork Infants or Juniors give full instruction by experts in all the latest and most approved Occupations. Certificate of Proficiency. *Syllabuses Free.*

NEW TUTORIAL FROEBEL GUIDE
Free on naming this paper.

B.A. B.Sc.

Intermediate Arts and Science Matriculation.

Thorough Tuition by correspondence by University Graduates in Honours with special experience of the London Examinations. Successes at all the above examinations, including Honours at B.A. two years in succession. Moderate Fees by instalments.

Prospectus Free.

HIGHER LOCALS.

Cambridge and Oxford.

Composition Fee for a Pass Certificate, £7. 7s. Successes include First Class Honours.

Prospectus and Specimen Lessons Free.

These School and Teachers' Advertisements are continued from page 131.

EXETER LOCAL EDUCATION AUTHORITY.

CLERK TO EDUCATION COMMITTEE.

The Exeter Education Committee invite applications for the appointment of CLERK TO THE COMMITTEE at a salary of £250 per annum, rising by two annual increments to £300.

Applicants should have had experience of administrative work under an Education Authority.

Forms of application and further particulars of the appointment may be obtained at my office.

Applications (endorsed "Clerk to Education Committee") together with copies of not more than three recent testimonials, must reach me not later than Monday, the 16th February, 1914.

Canvassing will disqualify.

H. LLOYD PARRY,
Town Clerk & Clerk to the Education Authority.

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By order of the Committee,

Sessions House, FRAS. W. CROOK,
Maidstone, Secretary.
23rd January, 1914.

GRAMMAR SCHOOL, LEIGH, LANCs.—ASSISTANT MISTRESS wanted for Mathematics and Physics. Experience essential. Must be willing to supervise Girls' Games. Salary £120 or £130, rising to £170. Honours Degree desirable. Apply HEAD MASTER.

WALLSEND SECONDARY

SCHOOL: Wanted, for the 28th April, 1914, a SCIENCE MISTRESS to teach general science and geography. Salary £100 per annum, advancing by £10 per annum to £135. Applications to be sent to Mr. M. W. GRAHAM, Education Offices, Town Hall, Wallsend-on-Tyne, on or before 13th February. Application forms may be had on receipt of stamped addressed foolscap envelope.

DUDLEY GIRLS' HIGH

SCHOOL.—Required after Easter an ASSISTANT MISTRESS well qualified to take charge of a Form and to teach Arithmetic in the Lower School. Training or experience essential. Degree desirable. Initial salary £105-£120 according to qualifications. Non-resident. Apply giving full particulars and copies of testimonials to Miss FROOD, 14 Royal Parade, Blackheath, London, S.E.

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Twenty-five hours' instruction per week. Salary £180 per annum non-resident. Board and lodging may be obtained at £6 10s. to £7 per month. Second-class boat and rail fare from England to Kimberley will be paid in respect of the successful applicant. Duties to commence in Kimberley 6th April, 1914. Applicants to be in sound health. Twelve months' agreement required, or re-payment of travelling expenses.

Particulars as to qualifications, age, previous experience, &c., together with copies of testimonials and recent reports to be forwarded to Miss STEVENSON, St. George's Training College, 5 Melville Street, Edinburgh.

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WANTED, experienced ASSISTANT MISTRESS

for Summer Term. Good Mathematics and some subsidiary subject, preferably German. Salary according to experience up to £130.—HEAD MISTRESS, County High School, West Kirby, Cheshire.

ASSISTANT MISTRESS required

at Easter for Music, Drawing, and Painting. Apply to Miss MANSON, The Manor House School, Driffield, E. Yorks.

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COUNTY BOROUGH OF SUNDERLAND.
EDUCATION COMMITTEE.

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Wanted, as soon as possible, FORM MASTER. Good degree, discipline, and good secondary school teaching experience essential. High mathematical qualifications a recommendation.

Salary £150, rising by Scale to £200.

Application form and Salary Scale obtainable on sending stamped addressed envelope to the undersigned, who will receive applications until February 10th.

HERBERT REED,

Education Department, Secretary,
15 John Street, Sunderland.
22nd January, 1914.

BLACKHEATH HIGH SCHOOL

(Girls' Public Day School Trust).—Wanted Summer Term:—(1) SCIENCE MISTRESS. Chemistry, Physics, Biology. (2) MODERN LANGUAGES MISTRESS. Very good German and French. Degrees or equivalent essential. Applications with Testimonials to be sent to Miss F. GADESDEN.

WANTED, after Easter, in a Girls' Grammar School, a full-time ASSISTANT MISTRESS to teach Class Singing, Elementary Music (Mrs. Curwen's System), Theory of Music, Elocution, and some Junior English subjects. Apply, giving age and experience, to Address—No. 9,715.*

COUNTY BOROUGH OF BARROW-IN-FURNESS.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, after Easter:—

(a) SCIENCE MISTRESS, good degree (Botany) and Secondary School teaching experience essential. Teaching of Geography by modern methods a recommendation. Salary £100 to £140, according to qualifications and experience.

(b) Well-qualified GYMNASTICS AND GAMES MISTRESS. Preference will be given to candidate who can, in addition, offer some general subjects, e.g. Needlework or Singing.

State training, experience, salary, and subsidiary subjects (if any).

Forms of Application, &c. (which should be returned not later than 13th February), may be obtained from the Director of Education, Town Hall.—By Order, L. HEWLETT, Town Clerk and Clerk to the Local Education Authority.

Town Hall, Barrow-in-Furness, 22nd January, 1914.

WORCESTERSHIRE COUNTY COUNCIL.

OLDBURY SECONDARY SCHOOL.

Wanted, in April, an ASSISTANT MASTER in the above School to teach French and Latin and take an active interest in school games. Commencing salary £130 per annum non-resident.

Applications (to be made on Form 279, copies of which may be obtained on application to the Director of Education, 37 Foregate Street, Worcester), accompanied by copies of recent testimonials should be sent to reach Mr. H. A. ANDERSON, Secretary, Secondary School, Oldbury, near Birmingham, on or about February 28th, 1914. [V. 104.]

NUNEATON HIGH SCHOOL.

—Wanted at end of April, DOMESTIC SCIENCE MISTRESS, experienced in teaching Cookery, and Needlework, and qualified to undertake catering and accounts connected with mid-day meal. Apply—HEAD MISTRESS.

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HABERDASHERS' ASKE'S

HATCHAM GIRLS' SCHOOL, NEW CROSS, S.E.—Wanted after Easter, MODERN LANGUAGE MISTRESS. Honours Degree or equivalent. Phonetics. Training and experience essential. Salary according to qualifications. Apply —HEAD MISTRESS.

LEWISHAM GRAMMAR

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RESIDENT MISTRESS required

after Easter for French in a large Girls' Boarding School an hour from London. Well qualified Englishwoman speaking fluently, or a Frenchwoman accustomed to teaching English girls. Salary £80 to £90, according to experience. Address—No. 9,725.*

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Singing Mistress for Public School in South Africa, to teach good Singing, with some Piano-forte. First-rate training and Protestant essential. Res. £100 to £120 and passage.—B 39775.

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No. 535.

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University Tutorial Press, Ltd., London.**THE CONFERENCE OF EDUCATIONAL
ASSOCIATIONS.**

THE Conference of twenty-one Educational Associations met again at the University of London on Friday, January 2 and sat continuously during the following week. Last year, when only thirteen Associations were represented, we regretted our inability to furnish an adequate report, and this year we can only attempt to present to our readers this month and next some of the most fruitful papers and debates, but they will be able shortly to procure for themselves the official volume of proceedings.

The Conference has grown and prospered beyond the expectations of its founders, yet it is still far from attaining its ideal—a Parliament of teachers representative of the whole profession. At the one extreme, the Universities, who have no Association of their own, took no part in it; the Head Masters were sitting elsewhere, and the Head Mistresses, for other reasons, were unable to join. At the other, the National Union of Teachers have naturally felt that, by reason of their numbers and the multiplicity of the special problems they were called upon to determine, nothing but a separate Conference Week would satisfy their requirements. The task of the future will be to combine and co-ordinate. We have the sections, but a British Education Association is still to seek.

One other feature of the Conference must have struck any foreigner present—the absence of the official element. On the Continent such a Conference would assuredly have been opened by the Minister of Education, if not by royalty, and the Secretaries and Inspectors of the Board would have had their say. In England Education still sits on the heights, and only “thunders of her mighty voice” come rolling to us in after-dinner speeches. The attendance was good throughout, and at some meetings there was barely standing room.

For the excellent arrangements, the soirée, and the exhibition of publishers, the Conference was indebted chiefly to Miss Henrietta Busk and Mr. F. Fairman, the Secretary of the Teachers' Guild.

OPENING ADDRESS.

Viscount BRYCE, who was introduced by the Vice-Chancellor, Dr. W. P. HERNINGHAM, took for his subject “Salient Educational Issues.”

Women Teachers.

Having watched education closely since 1864, when he was Assistant Commissioner to the Schools Inquiry Commission, he could say confidently that in the succeeding half century more changes had passed on English education than in any previous century since the days of King Alfred. What better evidence could there be of the increased activity and interest in education than this Conference representing twenty-one Associations, only two of which existed in 1865? Two of these—the societies of women teachers—witnessed to the growth of what is practically a new profession for women, secondary-school teaching. Fifty years ago there were no women graduates, and even in the United States only one college for women. Now the proportion of University-trained women in the States was far higher than in England, and Americans held that for junior pupils women were far better teachers than men.

Bible Study.

He expressed an earnest hope that, whatever might be the issue of the standing controversy between the religious sects, religious instruction and the Bible would never be excluded from our national schools. Experience showed that for moral training based on religion we could not rely either on parents or on Sunday schools. Both at home and in the United States he had noted the incalculable loss, both intellectually and morally, from the increasing ignorance of the Bible.

Nature Study and Spelling Reform were both important movements full of promise.

Problems to be Solved.

England is now fully supplied with elementary schools and fairly well with secondary schools. What is now wanted is intensive cultivation, higher quality rather than more quantity.

We spend already £30,000,000 of public money on education and

purpose next year to spend more. Our usual British impulse is to assume when there is anything to be done that money will do it, but thinking is more important than money, and it behoves us before asking for larger grants first to take stock of the whole present situation to see that what we now spend is all profitably employed, that there is no waste or overlapping.

Salaries.

For one purpose, indeed, more money is needed. The salaries of teachers of every grade are inadequate, and at the same time higher qualifications are demanded of the teacher. He must be professionally trained and he must have sufficient leisure to take in at the same time as he is giving out.

The Idle Apprentice.

The last question he would ask, but not attempt to answer, was: Why do not English boys care more than they do for learning? Wherever he travelled he found the same complaint from the Heads of our firms that the English youths sent out to them showed less interest in their work than their Continental competitors. They did not learn the language, they did not study out of office hours. That was why England was losing ground in foreign markets. Yet the English boy was certainly not inferior in intelligence or character to the boy of any other country. Why is it then that he cares so little for "the things of the mind"? Is it the fault of the schools or of the parents or due to that portentously engrossing interest in athletics?

Secondary Education.

Sufficient attention is not given to secondary instruction. Whether given in grammar schools, or, as was the case in Scotland, in the upper part of an elementary school, its soundness is the most vital thing for the progress of a nation. A nation moves forward less by the average citizens than by its strongest and finest minds. To make the most of these minds—10 per cent. or less of the whole—and to send on to the University the *élite* among these, duly prepared by the secondary school, is the best investment the nation can make.

Science and the Humanities.

Between these two sides of education we have not yet made a proper synthesis. The tide had now set in favour of science, just as fifty years ago it ran too strongly in favour of the humanities. The question to determine was what subjects and what sort of teaching of those subjects were best calculated to train men to think, to enable the mind to play freely round the phenomena of life. A special branch of the problem is to determine the curriculum or curricula of Modern Sides, fit for those who showed little aptitude for the study of language.

Multiplication of Universities.

British Universities might well take a lesson from America by providing more fully than at present for such subjects as political economy, commercial geography, and the elements of finance. But there was a danger that we might unduly multiply Universities. It was better to have a few strong than many weak seats of learning. Let colleges abound, but beware of lowering the standard of a University.

The Universities of the United States had succeeded in enlisting the sympathies and establishing close relations with the business community. At least one-half of their graduates passed into the ranks of commerce, and yet we must not think of education as solely directed to enable people to make their way in the world.

The test of a good education is that it fits men to enjoy the best pleasures, to love knowledge, art, and Nature, gives them springs of joy that will well up from within and supply refreshment and comfort through all the changes and chances of this mortal life.

INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE Annual Meeting was held at the Guildhall, London, and Sir John McClure presided. After the customary welcome by the Lord Mayor, the president delivered his address, and dealt mainly with the Teachers' Registration Council, the unity of the teaching profession, the point of view of the practical man, and the reforms needed in the conditions of teachers.

A resolution welcoming the Conditions of Registration was moved from the Chair and was seconded by Mr. R. F. CHOLMELEY (Owen's

School, Islington), one of the Honorary Secretaries, and passed unanimously. Dr. CREES (Gloucester), in moving an amendment which was subsequently withdrawn, sharply criticized these conditions and pointed out that the bundling of heterogeneous teachers of very varied subjects into one register and the non-insistence of a University degree were a serious setback to the progress of secondary education.

The next subject was National Education. Mr. CHOLMELEY moved a series of resolutions to the effect that in view of the Government's promised Education Bill, certain essentials must be affirmed. These were: that a national system of education is urgently needed; that in all parts of the country children of all ages should have the opportunity of enjoying instruction appropriate in kind and satisfactory in quality; that the next step toward this is the organization of secondary education which cannot be successfully accomplished without financial conditions satisfying the increasing demands for teachers of high qualifications; that these financial conditions could only be established by the State assuming responsibility for securing adequate salary scales and pensions for teachers in all areas, and that if this be done the Board may require all teachers to be registered and all schools to be inspected. Mr. Cholmeley said that secondary education blocked the way at both ends for the future of educational progress. The salaries of teachers in secondary schools were terribly low, and there was no way of raising them under the present financial system. The state of pensions was still worse than that of salaries. There was the case of the Head Master of Kilburton School, who after twenty-five years' work was invalided, and nobody could pay him a penny. No self-respecting country could tolerate such a thing.

The Rev. C. J. SMITH seconded the resolutions.

Dr. CREES followed with a brilliant attack on the desire to establish the State as the supreme authority. Mr. Cholmeley had been talking Socialism all the time without knowing it. He did not think the State would succeed any better with education than it did with the telephones. The success of education in this country was due to voluntary effort. The aim of all Governments is to drive into our schools scholars incapable of benefiting by the education given and to cause the schools to be controlled by ignorant Local Councils. The best step would be to get increased grants from the Imperial Exchequer.

Mr. WILLIAMS (Yalding) said that his school, which had been founded in 1665, was much curtailed in its work by lack of State aid. The Rev. TELFORD VARLEY (Winchester) advocated a business-like system of national education, and Mr. L. M. JONES (Birmingham) was afraid that if the State paid the teachers it would lead to a minimum wage. A few speakers objected to the rather selfish tone of the particular resolution referring to salaries and pensions, and one speaker said, "We are not out merely for loaves and fishes." All the resolutions, however, were passed by very large majorities.

Examinations.

Mr. W. JENKYN THOMAS (Hackney Downs School), one of the Honorary Secretaries, moved resolutions approving of: (1) the action of the Board of Education in entering into negotiations with University Examining Bodies with a view to making school examinations more uniform and organic; (2) the establishment of two grades of school examinations, one general for pupils aged sixteen, and one special for those aged eighteen, to be taken only by schools in a position to supply the necessary specialized teaching; (3) the *pourparlers* of the Board of Education to obtain acceptance of these two examinations by Universities and professional bodies, without which no relief would be afforded to the schools; (4) the establishment of a co-ordinating authority by the Board in conjunction with the Teachers' Registration Council to deal with questions of standard; (5) the representation of acting teachers on examining boards; (6) permission of schools within limits to present their own syllabuses for examination. The mover said that they wanted the public to regard the examination at eighteen as the real leaving examination. The examinations which were best for the school must in the long run be the best for the University.

Mr. BARBER (Leeds) seconded.

Mr. STUART SMYLEY (Sudbury) followed, and in a telling speech convinced the meeting and the movers of the resolution that restriction of the higher certificate to schools in a position to supply the necessary specialized teaching would be prejudicial to the smaller secondary schools by depriving them of their older boys. This limitation, on the suggestion of the chair, was accordingly omitted. Mr. CALDECOTT (Wolverhampton) feared that the removal of the Junior Locals would be very bad, as boys would leave school without any examination certificate except what "we give them in our own estimation." Mr. JONES (Birmingham) thought the examination at eighteen would cause boys to leave at fifteen, as the examination at sixteen would be valueless compared with the eighteen examination, and boys would not take the former and would

be unable to remain to take the latter. He moved an amendment to omit words after sixteen. This was lost and all the resolutions were passed.

Home Work.

Mr. P. SHAW JEFFREY (Colchester) read an excellent paper on "Home Work in Secondary Schools," which we hope to publish next month.

Scholarships to Universities.

Mr. W. LATTIMER (Barnet) moved resolutions criticizing the present arrangement of University scholarships for scholars of slender means as wholly inadequate, and urging the Board of Education to consider the place of such scholarships in a system of national education. Mr. HEWETSON seconded and gave a very interesting survey of the scarcity of such scholarships in most of the counties. An amendment moved by Mr. J. MORTIMER (Ashburton), urging the need for maintenance grants to poor and able students of fourteen to sixteen, as without such aid promising pupils may never have a chance of higher training, was passed and embodied in the original resolution, which was also passed. The discussion displayed a warm sympathy with the capable child of poor parents.

SECOND DAY.

A short service was held at St. Mary Abchurch, at which the Rev. W. TEMPLE (Head Master of Repton) delivered a striking sermon on "Englishmen and Truth."

The Late Dr. Wormell.

At the second day's meeting the PRESIDENT expressed the deep regrets of the Conference at the death of Dr. Wormell, who for many years had been associated with it. Sir ALFRED EWING described again the arrangements for the New Naval Cadet. In answer to questions Sir Alfred said that the new arrangements would last till 1916. Canon SWALLOW suggested that one result of the Admiralty's latest move might be that boys would be taken away from the secondary school at an early age and sent to crammers. Sir JOHN MCCLURE asked whether, though the Admiralty have only guaranteed the scheme till 1916, they are not likely to be committed to the experiment unless it be successful. Sir Alfred replied that he could not attempt to say what was in the mind of the Admiralty, to which Sir John retorted that, as a fellow Scotsman, he was prepared to accept that as a satisfactory answer. He also explained that "public school" was used in the widest sense and would include County Council schools.

External Degrees of London University.

Dr. SPENSER (University College School, London) moved, and Mr. H. CARTER (The Foundation School, London, E.) seconded, resolutions: (1) That no University examinations whatever should be taken by pupils in schools, but that equivalent examinations should be accepted as exempting from such examinations; (2) that the minimum of Matriculation (entry to a University or college) should be seventeen; (3) that a student who has passed the lower of the two school examinations (see Report of Consultative Committee) and has entered a University for a degree course should be required to spend four years at the University before obtaining the degree, and that a student who has passed the higher of the two school examinations aforesaid may complete his degree course in three years; (4) that external examinations for degrees should be discontinued after a fixed date—say 1920—on the ground that the continual grant of degrees on examination only is inimical to the best interests of education; (5) that increased facilities for University training, such as are given in Scotland, should be given to the abler students intending to teach in elementary schools. Dr. Spenser based his plea on the fact that London University was crippling secondary schools and that the continuance of the external degree prevented the proper development of provincial colleges and Universities. Mr. CARTER said that the ideal of education could be fulfilled by an internal student, but not by an external student, for the latter only had knowledge, but not culture. He admitted, however, that he was an external graduate, and by the rare quality of his speech clearly disproved his thesis. The Rev. E. F. M. MCCARTHY, in opposing, said that the resolutions were contrary to the spirit of the age and that in the Midlands some very considerable and very fine educational work was done among the kind of students despised by the supporters of the resolutions. A long discussion followed, in which nearly all speakers deplored resolution (4), until at last Mr. CHOLMELEY moved an amendment to this resolution, which he said by pleasing none may please all and which read: "That the time has not yet come for the abolition of external degrees." This was approved by 44 votes to 16. The first resolution was lost, but (2), (3), (4) as amended, and (5) were carried.

PRIVATE SCHOOLS ASSOCIATION.

THE Annual Meeting was held at the University of London, on January 7. Dr. F. A. SIBLY, the President for 1914, delivered an address, with Mr. S. MAXWELL in the chair.

Dr. SIBLY denounced unlimited State control as the danger which threatened the commonwealth at large and the teaching profession in particular, and endorsed Froude's dictum that the touch of the Government was like the touch of a torpedo paralysing the nerves and veins of every organization with which it ventured to meddle. The private-school master might be a model of all the virtues and highly qualified to exercise his profession and yet be liable at any moment to find himself deprived both of his livelihood and of his savings, for every penny he had spent in fitting his premises for a school would be pure loss. And while the State had thus arrested the development of private enterprise, it had been setting up, regardless of cost, a standard of equipment that not even the wealthiest of endowed schools had attained. And at this juncture it was proposed to demand from private schools proof of their efficiency. The result of this interference was seen in the case of elementary schools over which, for the last quarter of a century, the State had exercised absolute control. The system was denounced by the most eminent of elementary teachers, who declared that the one lesson taught to a whole generation was to hate school and all its works, which the late Chief Inspector, Mr. Holmes, had described as the most perfect instrument ever invented for arresting the development of a child's faculties. A similar condemnation of the system had been passed by the President of the Education Section of the British Association, and by Dr. Sadler, who had given figures showing that workmen who had passed through the elementary school were actually handicapped by their previous instruction.

The Rev. F. W. AVELING, in proposing a vote of thanks to Dr. Sibly, said that while sharing his hatred of State interference he deprecated his sweeping denunciation of State schools. Could it be pretended that the system pursued in all private schools was immaculate?

A resolution was then proposed by the CHAIRMAN and carried unanimously, welcoming the new Teachers' Register and pledging the Association to support it, provided it received specific assurances from the Council that private-school teachers would be dealt with generously.

The proceedings were continued on Thursday. The Rev. S. BLOFIELD read a paper on "The Place of Science in the School Curriculum." Nature study—direct observation and the inferences to be drawn—must be the foundation. Physics should precede chemistry, dealing as it did with objects and activities that were seen and felt more easily. School chemistry should be mainly experimental, and training in careful description should not be neglected.

The Rev. G. H. MOORE read a paper on "Bureaucracy in Educational Administration." If private teachers were in some degree under State control this would be a guarantee to parents and also a support to themselves in resisting unwarrantable parental interference. It was possible also that certain private schools fulfilling functions that public schools would not discharge would receive grants. Personally, however, he preferred unchartered liberty. The Board of Education had assumed such autocratic powers that Local Authorities had but a semblance of power and had displayed such despotism that it seemed as though the parent would soon not be able to choose the school where he would send his children. The Department had, in short, become a nest of theorists and faddists.

In the evening, at a meeting convened by the College of Preceptors, Mr. MICHAEL SADLER gave an address on "The Position of Private Schools." He said he felt it to be unnecessary in this country in existing circumstances to require by law that every school should hold a licence from the Civil Authority. Reasons for establishing State supervision of all schools were, first, a desire to raise the intellectual standard of the teaching; and secondly, a desire to protect the established Government from the dangers arising from nurseries of political opinion hostile to the principles upon which the structure of the government of the country was based. So far as he was able to judge, more was to be gained in political stability in England from freedom than from restriction. In his judgment we in England were not in a position to determine with the confidence which German statesmen felt a hundred or a hundred and twenty years ago to what circle of studies pupils should be required to advance at each stage of their education. In other words, it was not certain what was the meaning of "educational efficiency." Education was so much more of an art than a science that it would be unwise to attempt to confine full freedom to act as teachers to persons who had conformed to what must be in the main an intellectual qualification. He suggested that where a private school filled a place in a national system of education which must be filled

in the public interest, that school must admit inspection and comply with the requirements of the public authorities; that where a private school was elementary, inspection was desirable but not necessary; and that where a private school existed as a protest against the dominant public ideal, registration or inspection would be a peril to its *raison d'être*.

NORTH OF ENGLAND EDUCATION CONFERENCE.

THE Annual Meeting was held at Bradford on January 2 and 3. There was a large attendance and a very full agenda. Mr. M. E. SADLER opened with a paper, "Thoughts on Present Discontents." Taking as his text Principal Griffiths's philippic at the British Association, he observed that the complaints therein set forth were all negative. None of the complainants had signified what he would substitute if he had the power, or what were his ideals. That was the real weakness of the situation. It was a time of transition, and he regarded the present unrest and dissatisfaction among educationists as a hopeful sign, an awakening from a time of torpor and indifference. In complaining of the huge sums now spent on education, Principal Griffiths forgot that there was a big debt to wipe off accumulated during a generation. He overlooked girls who outnumbered boys, yet for the first time in England girls' schools had been created on a national scale. Never within living memory had there been so many teachers enthusiastic about their work, ready to sacrifice their leisure for self-study, and for giving and receiving new knowledge.

Mr. A. C. BENSON contributed a paper, read in his absence, on "The Influence of the Older Universities on the Curriculum of Secondary Schools." The demand for a modicum of Latin and Greek as a *sine qua non* had limited both in range and extent the study of literature. His own experience had convinced him that there were many boys with literary interests and capable of literary culture who were not responsive to the classics at all. Greek culture was unrivalled, but it was a high and guarded fortress and approach was not easy. Latin occupied a far lower place. The one study that was bound in a short time to take a foremost place in the school curriculum was English literature and the training of expression. The old theory that this could be acquired incidentally as pigeons pick up peas was exploded, but it was not yet taught by well equipped and trained masters.

Mr. A. W. DAKERS, President of the N.U.T., expressed his profound disappointment with the address of the opener. Mr. Sadler had held before them lofty ideals, but what they needed was proposals for practical reforms. Would he not help them in their crusade against huge classes and unqualified teachers? He could never understand why thirty-five was the maximum for a class in a secondary school and sixty both the maximum and the minimum for a class in a primary school.

Mr. T. P. SYKES (Bradford) spoke of the growing discontent of teachers in regard to salaries and promotion. Before the end of the month 70 per cent. of the Herefordshire elementary teachers would "down tools." The strike might be met in three ways: Oxford University might send a supply of "blacklegs," but they would find teaching harder work than shovelling coals for gas-making; or the Board of Education might turn on their Inspectorate to staff the schools—that would be an excellent plan for giving these gentlemen some practical acquaintance with their work; or lastly, the Board might tell their Authority that the salaries they were paying were wholly inadequate. That had been the course adopted in the case of secondary schools all along the line, but the Board had resolutely refused to do so in the case of primary schools.

ASSOCIATION OF ASSISTANT MASTERS.

THE Annual General Meeting of the I.A.A.M. was held on January 3 at the London Day Training College.

The Report for 1913 showed steady growth: the number of members at the end of the year was 5,027, an increase of 563 on 1912.

The Treasurer, Mr. G. D. DUNKERLEY, in presenting the Statement of Accounts, stated that the yearly income from members'

subscriptions had increased by £240, but most of this had been expended in the work of propaganda. The Legal Fund now amounted to a total of £1,232—none too large a sum, as at any time they might be called upon to carry a case to the House of Lords.

Mr. W. A. NEWSOME, in presenting the Report of the Joint Agency, said that the number of vacancies notified to the Agency was the same as in the previous year, but the number of posts filled was greater by 20 per cent. He reckoned that the Agency had saved assistant masters at least £500 in commissions. In salaries he could report no advance. The average salary was still for resident masters £110, for non-resident £150, and it must be borne in mind that this did not represent the average salary of assistant secondary masters in England, for the Agency refused to deal with posts below a certain minimum, roughly £60 resident and £100 non-resident.

The retiring Chairman, Mr. J. C. ISARD (The Leys School), then delivered his address. He referred to the great Conference of Secondary Teachers in the first month of 1913, organized by the Association, at which Lord Haldane expounded the forthcoming Government Bill of educational reform. At that meeting, and afterwards at the Midland Conference held at Birmingham, their Council had fully set forth the policy of the Association and the proceedings had been fully reported in the press. With the Board of Education they had pleaded for the right of hearing of dismissed assistant masters before the governing body, but so far they had made little way. As it has not been legally decided that the governing body and not the head master is the employer, the right of appeal, if still urged, must obviously be to some other body than the governors. They had also pleaded with the Board to withhold grants from schools where the salaries were below normal. The allocation of Government grants to salaries had much in its favour, and had been advocated by Mr. Cholmeley in his recent volume, but there were difficulties in working out a general scheme, and the Federal Council feared that girls' schools with their lower scale of fees and salaries would find themselves at a disadvantage. They had also urged that in all new schemes for schools the staff should have the right to nominate representative governors. He would act as a channel of communication between the staff and the governing body. It was simply amazing how incessant might be the changes of staff in a school without the notice of the governors or any explanation from the head master.

He looked forward to the Teachers' Register as the first step towards organic self-constitution, as a professional corporation that would retain its own entity for many useful purposes, alongside of—dare he say possibly superseding?—the State Department.

Mr. SOMERVILLE proposed the first resolution approving the conditions of registration and recommending all members to register at once. The Vice-Chancellor of the University of London had told them the day before that teachers had now become an organized profession; he would rather say that they had for the first time an opportunity of becoming such. Mr. Bryce, at the meeting, had hinted, not obscurely, that the thirty millions allotted by the State to education might have been better spent. Had teachers had a voice in the spending there would have been far less waste. Local Authorities, new to the task, had been very wasteful. In the future he hoped that the three forces—the State, the Local Authorities, and the Teachers—acting on one another, would all move in the same direction. It was no paradox to affirm that from better organization more individuality would result. They had heard the day before from their Irish Branch a protest against their exclusion from the Register, and he hoped that a Register for Irish and one for Scotch teachers would soon be established. The Teachers' Council would do more than register. Two questions had already come before it, the training of teachers and the simplification of examinations. On both of these they hoped to co-operate with the Joint University Board and the Board of Education.

Mr. D. L. LIPSON (Bradford) seconded. Mr. Somerville had done more than any individual to bring this infant into the world. The resolution was carried by acclamation.

Mr. MARTINEAU (Birmingham) proposed a resolution expressing the Association's regret at the refusal of the Board of Education to insert in all schemes a clause giving to assistant masters served with notice of dismissal the right to be heard by governors.

Mr. A. FORSTER (Leeds) seconded. The resolution was carried unanimously.

Mr. G. H. HEATH (Mercers' School) proposed a resolution strongly condemning the action of certain Local Education Authorities in putting out assistant masterships to the lowest tender. He gave two flagrant instances. In one a selected candidate was told by the head master that he was far the best in the field, but that Mr. — had made a lower offer. In the other a candidate received a telegram from the clerk of the Local Authority, "What is the lowest salary you would take if appointed?"

ASSOCIATION OF ASSISTANT MISTRESSES.

THE thirtieth Annual Meeting of the Incorporated Association of Assistant Mistresses in Public Secondary Schools was held on January 9. Miss E. R. PEARSON (St. Leonards School, St. Andrews), the President for 1914, was in the chair.

Miss I. M. DRUMMOND (North London Collegiate School), in the presidential address, which was read in her absence, said they were faced with the alternative of the freedom but comparative inefficiency, from the national point of view, of individual effort in secondary education on the one hand, and the efficiency but inflexibility of a complete State system on the other, or they must find some compromise between the two. The shortest way to attain an immediate improvement in the general status of teachers and the quality of the weaker schools would very likely be for the Government to take entire direction of educational affairs. In spite of inadequate remuneration, she believed that the majority of the assistant mistresses put freedom in their work and the absence of hampering regulations before an increase of salary. They were, in fact, feeling their way to a compromise between the flexibility of the present system and the effectiveness of organization, and the compromise would be found in a process of decentralization. Side by side with the State's responsibility for education had come into prominence the Local Authorities, to whom, within wide limits, the Central Authorities delegated their power, retaining the right to criticize and even to punish. Here they had the framework for a national system of education—a system which might never be so perfect (or, at least, so neat and diagrammatic) as that of some other countries, and might never offer such security of tenure and uniformity of conditions of service for the teachers, but which would have the advantage of retaining a greater power of growth and adaptation to local needs than would be possible with more centralized control.

Miss E. J. EWART (late of the Manchester High School), Assistant Organizing Officer for Woman's Work at the Liverpool Labour Exchange, read a paper on "Labour Exchanges as Affecting Assistant Mistresses." Miss Ewart emphasized the fact that Labour Exchanges were meant for all classes of workers, and that they had already been made use of by teachers requiring posts and employers requiring teachers.

The following resolution was proposed by Miss SHOVE, seconded by Miss GIBSON, and passed unanimously:—

"That this Association affirms the principle that the payment for a full scholastic year's work should be the full agreed annual stipend, and in cases where the year is divided into three terms, the payment for a term's work should be one-third of the agreed annual stipend, whether the assistant mistress is returning after the vacation or not."

At the evening meeting, Mr. A. C. BENSON, Fellow of Magdalene College, Cambridge, delivered an address on "The Art of the Essayist." He said the point of the essay was not the subject, for any subject would suffice, but the charm of personality. The essay was the reverie, the frame of mind represented by the words of the old song, "Says I to myself, says I." He doubted if the English temperament was wholly favourable to the development of the essayist. An Anglo-Saxon liked doing things better than thinking about them, and in his memories he was apt to recall how a thing was done rather than why it was done. We were also naturally rather prudent and secretive. We said that a man must not wear his heart upon his sleeve, but that was just what the essayist must do. We had a horror of giving ourselves away; we liked to keep ourselves to ourselves, "The Englishman's home is his castle," but the essayist must not have a castle, or, if he had, both the grounds and the living rooms must be open to the inspection of the public. The essay had taken very various forms in England, but the essence was throughout the same. It was personal sensation, personal impression evoked by something strange or beautiful, curious, interesting, or amusing. The appeal of the essayist to the world at large would depend on the extent to which he experienced some common emotion, saw it in all its bearings, caught the salient features of the scene, and recorded them in vivid and impressive speech. The essayist was, therefore, to a certain extent, bound to be a spectator of life. He must be like the man in Browning's fine poem, "How it strikes a Contemporary," who walked about and took note of everything. The writer must not be too much interested in the action and conduct of life. If he hated his opponents and rewarded his friends, he at once forfeited sympathy and largeness of view. He must be concerned with the pageant of life as it wove itself into a moving tapestry of scenes and figures rather than with the aims and purposes of life. He (Mr. Benson) thought the charm of the essayist depended upon his power of giving the sense of a good-humoured, gracious, and reasonable personality, and estab-

lishing a sort of pleasant friendship with his reader. Our view of life was a little damaged nowadays by the vast output of fiction, and especially of romantic fiction. The danger of romance was that it was an attempt as a rule to escape from unromantic conditions, and that it tended to give sentiment too large a place. Fiction disposes us to come back to life with a sigh, finding it trivial and dreary. Idealism was a fine thing, but it was a weakening thing if we arrived at it by eliminating reality. It was like a perpetual banquet and ended in a loathing for homely food. The essayist was the opposite of the romancer, because his one and continuous aim was to keep the homely materials in view, to face actual conditions and not to fly from them. The work of the essayist was to make something rich and strange of seemingly monotonous spaces and lengths of level road.

THE CLASSICAL ASSOCIATION.

THE Annual Meeting of the Classical Association was held at the Bedford College for Women, Regent's Park. Sir GEORGE KENYON presided.

Mr. R. W. LIVINGSTONE read a paper on "The Teaching of the Classics in Literature." He had no wish to exchange the present thorough grounding in scholarship for an appreciation of literary style, but both objects could be pursued together, and at present, while boys were taught to translate, no attempt was made to teach them how to read. Literature was the hardest of all subjects to teach, because boys lacked that knowledge of human life and passion on which an appreciation of literature depended. Most boys had read the Fourth Satire of Horace's First Book, yet if asked what they had learnt from it of Roman religion, Roman bookshops, what Horace thought of his own poetry, what his father was like, whether he had private means, they were dumb and sulky. It was a more difficult matter to get a boy to see the difference between good poetry and bad, yet it was quite possible to ask what were the good and what the bad lines in Virgil.

On the second day Sir FREDERIC KENYON delivered his presidential address on "The Classics as an Element of Life." The Association had just completed its tenth year and membership had risen from 822 to 1,500. It had an income of £400 and £900 in investments. Of the work done, the first in time and the most definite was the reform of Latin pronunciation. Though Oxford was as ever "the home of lost causes" and Eton had yielded to the *non possumus* of the preparatory schools, yet the battle was won. In twenty-four out of thirty-nine of the greater public schools the reformed pronunciation was in universal use, and only in three it was not used at all. In the 577 schools under the purview of the Board of Education, in girls' schools, and in the other Universities, it was practically in universal use. In the next generation the pronunciation of the Westminster play would be cherished like a specimen of the dodo. The classics were, or might be, not merely a training for life, but an element of life. The cause of the classics was the cause of all imaginative aspirations, of all intellectual interests. The object of classical masters was not to make small boys translate Caesar and Xenophon, but to give them intellectual interests that would enable them to appreciate not only Horace and Virgil, but Dante and Milton, Goethe and Wordsworth, all the great thoughts of all ages and all lands, to discern to-day between the true and the false, the new voices of beauty and the claptrap of self-advertisement. Their creed was that a man would be a better man of business, a better lawyer, a less hide-bound politician if he kept alive in his soul the love of literature and interest in things of the intellect of which the Greek and Latin classics were the spring and the perennial source of refreshment. It was a cruel error which made "classical" a synonym for the formal, mechanical, dead. Latin, with the important exception of a few great names such as Virgil and Catullus, might stand mainly for law and routine, but Greek stood for the very spirit of life, inquiry, freshness, beauty.

It was lamentable to see how small a part the reading of great literature played in the lives of men and women after they had left school and college. Yet it would be easy for any man with a fine classical education to do as he had done. When living some forty miles from London he had in a few months in transit read the "Iliad" the "Odyssey," the "Aeneid," the whole of Catullus and Martial, and five books of Livy. The impossibility of replacing Greek and Latin by modern languages had from many points of view been demonstrated. Modern Western civilization, the sense of beauty—artistic and literary—was composed of two principal elements, the classical (mainly Hellenic) and the Christian (Gothic and Medieval). In these two our spirit was at home, as it could be in no other age or country, because to no other age or country did we stand in the same relation of parentage. If from a museum all that

was not classical or Christian in origin were excluded, how little would be left. If Greek ever ceased to be a leading influence in literary and artistic consciousness, the human intellect would have dark days before it, the pulse of humanity would beat at a lower rate until there came a new Renaissance. Greek had a double value. It was at once the spirit of bold venture which refused to be dominated by convention, and on the other hand it imposed the discipline of sanity and good taste. The present tendency of classical scholars was to pursue the by-paths of archæology and mythology, but the supreme value of Greek consisted in the supreme excellence of Greek literature and art in this age of splendour. The classics were not dead, but an element of vital importance to modern life; not a special reserve of scholars, but the common heritage of all who cared for things of the spirit. It was the task of the Association to see that this *καλλώτισμα πλούτου* was not lost through the pressure of competing subjects and by substituting the pursuit of knowledge for the cultivation of intellectual tastes and interests.

Mr. W. L. PAINE read a paper on "The Reformed Method of Latin Teaching"; Mrs. S. ARTHUR STRONG on "Classical Antiquities in American Museums"; Prof. RIDGEWAY on "The Origin of Greek Tragedy, illustrated from the Dramas of non-European Races"; and Miss F. M. STAWELL on "The Scamander Ford in the 'Iliad.'"

Prof. Ridgeway was elected President for the coming year. The General Meeting for 1915 will be held at Newcastle-on-Tyne.

THE TEACHERS' GUILD.

Rural Education.

SIR GEORGE FORDHAM, Chairman of the Cambridgeshire County Council, devoted his paper to showing that there was no such thing as "rural education." Who ever spoke of "urban education"? All admitted that the elements, among which must now be included vocal music and drawing, were common to town and country schools alike. Specialization in agriculture, he contended, is quite beyond the reach of the elementary school. The child could have no knowledge of chemistry, &c., on which the applied science of agriculture rested, nor could he learn the practical side of the various methods and processes necessary for the proper cultivation of the soil. Children learnt all they were capable of learning at home and in the long harvest holidays better than they could learn it at school. The conclusion reached was that the true line of progress for schools, whether in town or country, was to aim at a sound general training vivified and lighted up by all that is best in sentiment and in atmosphere of the natural local environment.

Mr. A. D. HALL, of the Development Commission, read an admirable paper tracing the organization of agricultural education since the first Treasury grant in 1888. In research much good work had been done by institutes mostly connected with a University. Farm institutes had also been set up by County Councils, supported mainly by Government grants. The weak point here was that the Board of Agriculture had no powers to compel a backward county to make proper provision. But the most notable deficiency came in the gap that existed between the primary school and the farm institute. In his experience the boy in the rural school was above the average in intelligence, yet the farm labourer of from eighteen to thirty had become the most uncouth and impenetrable "hand" to be found in this country. He was wholly averse from turning the primary school into a trade school, and the less the elementary teacher dealt with agriculture the better. Continuation schools must be established for lads between the ages of fourteen and eighteen. In these the instruction must be real without being technical. It should treat of the way a plant grows, of the physiology of the farm animal, not of nitrate of soda and albuminoid ratios. This would cost money and we must be prepared to pay the piper.

THE TRAINING COLLEGE ASSOCIATION.

THE Training College Association discussed the subject of Demonstration Schools, and passed resolutions to be referred to the Executive Committee for their consideration:—(1) "That every training college should be equipped with a demonstration school of the type indicated by the Regulations of the Board of Education." (2) "That the head teachers of such schools should be treated as part of the staff of the training college and that such staff should receive special remuneration." (3) "That the addi-

tional cost should be met by an increase of the Government grant to training colleges." (4) "That the Committee of Managers of the school should include a large representation of the training college staff." (5) "That for the purposes of Government Inspection the school should be considered an integral part of the training college."

SIMPLIFIED SPELLING.

ON Monday afternoon the Society held its Annual Meeting. The President, Prof. GILBERT MURRAY, was prevented from attending by indisposition, and wrote strongly urging the necessity for reform. The present chaotic spelling spoiled a child's ear, perverted his sense of logic, and wasted time. Other languages had reformed their spelling and English must follow suit.

Sir WILLIAM RAMSAY, who in Prof. Murray's absence took the chair, said that the greatest bugbear to a foreigner learning English was the spelling. But for it English would be the language of the world. There was no such difficulty in French, German, Italian, and Spanish. On the other hand, he had been stopped in his attempt to learn Russian by finding that the spelling was no guide to the pronunciation. Our present spelling had not been stereotyped before the time of Dr. Johnson's Dictionary and it was not too late to alter it. But the reform should proceed gradually and by degrees, as in France, where *s* was being substituted for the final *x*. He advised the Society to make a start by bringing out a penny booklet giving a list of misspelt words, such as "sulphur," "rhyme," with the correct spelling.

Miss BURSTALL (Manchester High School) said the main opposition to reform came from the cultivated classes. They were proud of their dearly won accomplishment and loath to surrender this shibboleth of good breeding. For support they must look to the working classes, who would rebel against such waste of the few and precious years of schooling, and they would be backed by women teachers to whom was committed the instruction of young children. The Poet Laureate had shown that phonetic spelling, so far from vulgarizing the language, would arrest the decadence of slipshod speech.

Standardization of English Speech.

Prof. RIPPMAUN noted the marked tendency to uniformity brought about by increased intercommunication, by boarding schools, and the stage. Here change was increasingly slow, though there were still marked variations between North and South, as in the pronunciation of *wh* and of final *r*. In dialect change was unconscious and more rapid—compare the Cockney of Dickens with the Cockney of to-day. We needed a universal standard of good speech, one that should commend itself not only to the educated Londoner but to the educated Colonial. To settle this they needed an Imperial Conference *ad hoc*, and he proposed a resolution calling on the Board of Education to summon one.

Dr. WESTLEY MILLS, a Canadian, seconded, and after some discussion it was carried *nem. con.*

The Secretary, Mr. SYDNEY WALTON, stated that the membership of the Association had increased from 871 in 1912 to 1953.

SOME EXPERIMENTS WITH THE DRAMATIC METHOD IN TEACHING HISTORY.

MY first recourse to the dramatic method was made when I knew nothing of the subject except by hearsay, and had seen no literature except one of a series of dramatized histories by Mrs. Basil Gothorp, which seemed inadequate to my purpose. I felt that some impetus was needed for a form of girls, averaging in age eleven or twelve years, who were bright enough, but very averse to the drudgery of learning historical events in chronological order. We had successfully surmounted two invasions of Ancient Britain, and, after all, Alfred, via burnt cakes and the disguise of a harper (the details supplied by the class, not by me), could not fail to be connected with the third. But about and after Alfred came so hopeless a tangle of Old English kings that I hesitated to approach a fourth invasion with such indefinite visions behind. I therefore selected two men in the period, Swegn and Ethelred, whose characters presented considerable

contrast, and asked for impressions as to what sort of men they might respectively be. After a shy beginning on the part of one or two—"Ethelred was a coward," "Swegn was fond of fighting"—suggestions, all of which we wrote down, came in rapidly. The characters were soon outlined. I now proposed that we should imagine that, after Swegn's last victorious encounter with the English, an interview between himself and Ethelred took place. We represented Ethelred as waiting in his tent with his advisers to hear the result of the battle. The advisers were characterized before we proceeded. We considered the attitude of the adviser and Ethelred towards one another and the condition of the country. It was agreed that there would be an undercurrent of antagonism between the servant who saw his country falling to ruin and his inadvised, negligent master, who was disposed to blame others for the misfortunes caused by his own folly. At the moment when Ethelred, having sent a messenger for news, walked aside, the two advisers exchanged bitter comments, and by their reflections on past and present gave an outline of the history of the Danish invasions. After the announcement of Swegn's victory, he himself was heralded.

With this start, which was quite a mutual affair, I dismissed the girls to try and draft out the plot independently to a conclusion. The results brought me some surprises. It was the girls who struggled for the lowest position in history who had the liveliest course of action and most fertile imagination. Great amusement greeted the suggestion that Swegn would be very thirsty after fighting all day and would want something to drink. In one version Ethelred was so enraged at Swegn's taunts that he drew his sword to stab his enemy and was only restrained by the attendants. Gathering all these efforts together—of which most had strayed from the form of dialogue to the narrative—I made of them a scene which, even if it lacked close reference to historical accuracy, was not far from human in its motives, emotions, and deeds. I composed it in (exceedingly bad) verse, because I thought its rhythm would make it more easily learnt by heart than prose. For the girls to obtain a copy of this play there was but the one method of their writing it down at my dictation. Next it had to be learnt by heart. Notwithstanding these difficulties, however, the result was a great success. I proceeded to make use of the experiment in other classes, and came to certain conclusions and ideas as to the most valuable course to pursue.

I have outlined my first experiment thus carefully because I did not discover that any other method of introducing the drama answered better. Whether I used an original or printed play, I began by inducing the girls to discuss and characterize the persons who had a part in it; to sketch the scene, and to outline the plot of the play, as one event arose out of another, or out of the natural conduct of the characters.

I now produced the play. Sometimes I wrote it myself independently, or guided by sketch-plans from the girls; occasionally I adapted, as "Becket" from Tennyson; but gradually I incline to the prepared play, for reasons I give below. Unless the girls were quite small, I next required them to take down the play at my dictation. This allowed the minutest examination of, and considerable familiarity with, sentence after sentence. Much mutual criticism was passed on the motives and language thus revealed and saved explanation later. It introduced the girls to a language, punctuation, and style which does not enter into the regulation dictation or composition lesson. When there was more than one scene, we alternated writing and acting and did not feel the drudgery.

When it came to the actual acting, I allowed no dressing-up and no properties beyond the most necessary—chairs, rulers for swords, cardboard knives and forks, &c. I had more than one reason for this. I wished to maintain the make-believe character of the whole process. I impressed this on the girls again and again, and it saved me from the danger (save in one or two hopeless cases) of having the events of the play re-offered me as history in answers or tests. Secondly, I did not wish to have attention distracted from the substance of the drama by clothes which, after all, cannot be correct in form, and are apt to go wrong at awkward moments and degrade the character of the lesson. Such dressing-up takes

endless arranging, trouble, and time, which are hardly well spent. Moreover, it often produces a degree of excitement in the children which is beyond enjoyment and injurious. I thought the dramatic method could only be of practical use if it were capable of everyday application without fuss. I found that the disappointment my decision caused was most quickly forgotten. Children's imagination can supply an extraordinary amount. When a table came in question, everyone sat contentedly on the floor.

Lastly, the periodic taking of the play was made conditional upon the maintenance of a good standard of history on the whole, and would be forfeit for a short or long while on the cessation of good conduct.

All these experiments brought me very definite hopes for the dramatic method in history. My first intention had been simply and solely to provide a successful and more interesting vehicle of historical information, or, at any rate, repetition. And I am determined that, so far as I am concerned, this shall remain the primary object of my recourse to the play. But in these terms I include a good deal. I do not mean merely that even clauses of a treaty may become intelligible and interesting when the previous struggle has been actively realized, and when the reading of them is greeted by one side with acclamation, by another in sulky resignation. The play does more than this. It humanizes the people of the past for the pupils. It is history fulfilling one of its best aims—helping the girls to consider, study, and try to understand human conduct and conflict of ideas. Their interest is spurred to look into the struggles of their own day, and their imagination to inquire in other cases into the motives and emotions which are untouched by the elementary textbook. They cease to be so sure who was right and who was wrong. Lastly, the real play supplied that excellent thing which my own efforts, hastily written down in the intervals of a full time-table, could never give—a real feeling for the age they depict, a picture of its customs, opinions, and beliefs. I found that Miss Macdonell's plays* really helped the children to gain some idea of what life was in early times, without imperilling their instinct that humanity itself is universal.

It will be seen that in many of these ideas I differ considerably from those of Miss Finlay-Johnson in her book, "The Dramatic Method of Teaching" (Nisbet, undated). I do so consciously. Miss Johnson's school was placed in peculiar circumstances. Entirely in the country, dealing with one special class of children, removed from the competition of examinations and other strenuous conditions which it would be futile to deny or try to prohibit, her efforts and time-table (all entirely under her own control) could be quite different from those of the busy teacher in a modern secondary school. She depended for most of her results upon her oldest scholars. But upper school girls in a town have no time to adapt plays from two or three sources and little for acting. Nor have they, beyond a certain age, great inclination for it. I speak for the moment only of the everyday acting in the classroom under the dramatic method. Lastly, they are often too self-conscious to gain greatly by it, even if the acting seems intrinsically better.

Miss Johnson speaks of her children and teachers having lived for a space in a world of "romance and happiness." We all wish, with Miss Johnson, that childhood may be happy. But may not the purest "romance and happiness" be an insufficient preparation for that arduous and prosaic rôle in the struggle for existence which awaits almost all our children to-day? There is an active trend in modern education to remove the pill entirely and administer the sugar coating of knowledge only; to make instruction one long entertainment exacting the minimum amount of mental effort on the part of the child. There is no reason why children should not begin to depend for their school happiness on that sober satisfaction gained from work well done, even if it be hard. Some training in positive drudgery will not be out of the way. Even play-

* "Historical Plays for Children." By Amice Macdonell. (6d. per volume. Allen.) See *The Journal of Education*, Vol. XLII, pp. 441 f.

acting, for all its value, can be overdone—can become a rigid thing, or a mere trifling pastime.*

Nor do I feel myself able to testify to results as miraculous as Miss Johnson's. Lower-school girls, at any rate, did not compose scenes in diction even faintly resembling that of Sir Walter Scott or other authors they had read. Henry II's remarks to Becket, when the latter had refused to sign the Constitutions, seemed to me in their versions rather modelled on the tones of a mistress calling a girl to order. Nor can I believe that an undiluted use of the dramatic method in all lessons will produce the perfect citizen, as Miss Johnson seems to contend (pages 116–118).

Nevertheless, with Miss Johnson's general principles I find myself largely in agreement (as pages 28, 31, 43, 44, &c.), and, *mutatis mutandis*, I am beginning to divine what the history play may do for lower-school forms. It must be written by one who is quite conversant with the period. It should be moderate in length (Miss Macdonell's plays are rather long for practical purposes). It need not always treat of those outstanding events, such as the story of the burghers of Calais, which so appeal to the child's sentiment that, once told, they are never forgotten. It is often especially required for the period which he at first labels "dull" and "difficult." It can yet, with varied scenes and action, with characterization simple but sustained and consistent, be a play of lively interest. While it need not be exaggeratedly archaic in style and language, some characteristic words and expressions stimulate inquiry and interest. It treats preferably of older periods, a feeling for which it is often really difficult to instil, and where the paucity of pictures, letters, and records needs some supplement.

For plays of this sort I see a need. On lines such as these I conceive for the dramatic method in history a *métier* of the highest value, provided it be handled with sympathy, tolerance, and humour; the acting, since finished histrionic art is the very last thing aimed at, not interfered with too much; and the whole not stifled by too rigorous discipline. In this way, it will not only instruct, but educate; it will readjust in an amazing way the relative values of the children, for themselves, one another, and their instructor. Nor would I under-rate the gain of the latter in the process. Once again she will be surprised at activity and sense in unexpected quarters, abashed by the revelation of acuteness, observing power, and depth of temperament in her pupils; once more, she will learn how and when to withdraw her own personality and let her class teach itself.

MARGARET KÖRNER, M.A.

FLORENCE NIGHTINGALE.†

"Dux femina facti."

THIS admirable and solid life is a masterpiece of the biographer's art, and will certainly hold a high place among our national biographies. Mr. Jowett remarked to Miss Nightingale that she had become a legend in her lifetime. She returned from the Crimea in August, 1856, after twenty months of hell, a popular heroine. Longfellow's poem on "The Lady of the Lamp" and Miss Yonge's sketch of her in "Golden Deeds," representing her career, seem to have fixed the picture for ever. In reality, the Crimea was child's play to the work Miss Nightingale afterwards achieved. It is true that she suffered from a severe form of neurasthenia, and retired to a Mayfair bedroom. But it is equally true that in this seclusion she did the work of ten men to improve the health of the British Army, reorganize the War Office, spread the principles of building and sanitation on right lines for barracks, hospitals, infirmaries, and kindred institutions; her work followed the Army to India, and spread thence to

stations, municipalities, and remote, primitive villages; it embraced vast schemes of irrigation, navigation, drainage, improved agriculture, agricultural banks, education. There seems little that it did not touch, and touch with intelligent comprehension and all the determination of a determined woman to better the organization of Society. Miss Nightingale has summed up her practical working theory in a few words: "Health is the product of civilization . . . It is as if God had said, 'Mankind is to create mankind.'" Hence her patriarchally long life of ninety years was devoted to levelling up. A preacher in an obituary sermon claimed that all Miss Nightingale's work was done "by force of simple goodness." This is pure nonsense. Born in 1820, she had the inestimable advantage of a cultured father, a pioneer in the woman movement, who gave her an education in mathematics, history, philosophy, and languages, ancient and modern, that few men of her day enjoyed. When a girl of seventeen she travelled with a note-book, was deeply interested in politics and reform, and jotted down statistics dealing with the laws, customs, state of agriculture and government of the different countries she visited. Wealthy, handsome, cultured, able, she has left on record that for want of a proper vocation she was at thirty sick of life and saw nothing desirable but death.

It is noteworthy that in the infinite importance she attached to health Miss Nightingale's view coincided with that of Lord Beaconsfield: "Health is the statesman's first duty." The recent establishment of school clinics is a practical acknowledgment by the Board of Education of the truth of this dictum. Miss Nightingale's self-imposed task was to teach statesmen the absolute importance of health; being a most accomplished statistician, she proved over and over again that improved health in the troops and the nation spelt economy writ very large in the physique and work of the people. A soldier is an expensive animal; on his death he must be replaced by another equally so. In one year Miss Nightingale, by improved sanitation in army hospitals and barracks in India, saved the military budget £285,000. It is regrettable to learn—and certainly one could never learn it from the reviews of this book that have appeared in the British Press—that the majority of War Office officials would have cheerfully burned her at the stake, as a most interfering woman. Only from the book itself can one realize what the character of Miss Nightingale's work was at the War Office, the India Office, and with the Government of India, not to mention the hospital and infirmary committees, the town councillors and social workers of every kind who sought her advice and help. She could not have done half what she achieved had she not had the nation behind her, the direct result of her admirable work in the Crimea, and the Queen and Prince Albert to smooth her path in every way with ministers and statesmen. The revelations of the *Times* correspondent as to the state of the troops in the hospitals and trenches had dismayed the royal pair. At a later date, during the Egyptian War in 1882, seventeen letters from the Queen arrived at the front in one day dealing with the health and comfort of the troops. As a constitutional sovereign, and one whose able consort excited the mean jealousy and spite of the English nobles and officials, the Queen was unable to do what she would have liked to do, and fell back, at least to some extent, on Miss Nightingale. She commanded Lord Panmure, Secretary for War, to see the Lady-in-chief and try to give effect to some of her suggestions.

A far greater opportunity came when Sidney Herbert, who had procured her the invitation to proceed to the Crimea, was made War Secretary, 1859. Between them the pair nearly reorganized the War Office; all but the main-spring was put in when, to her great grief, not untinged with remorse, Lord Herbert died, largely of overwork. All that Miss Nightingale achieved was done by working through the officials who desired reform. They showed the most extraordinary devotion to her. She acted the part of inspirer, and then supplied the propelling force. She had the genius of a great commander, the breadth of mind that surveys the whole field, deals with legions as others deal with units, together with that mastery of minute detail that is more commonly a woman's gift than a man's. She was in full com-

* As in some scenes recently published in the *Schoolmistress*.

† "The Life of Florence Nightingale." By Sir Edward Cook. 2 vols. (30s. Macmillan.)

munication touching the sanitary condition of the Army in India, and of India itself, with five out of six Viceroy's. She secured the appointment of Lord Lawrence to that post, and other Viceroy's called before sailing to know her will and do it. Lord de Grey (Ripon) also owed the post of War Secretary to her. Commanders-in-Chief came to her to discuss what could be done for the health and the more rational life of the soldiers. It may here be said that the death-rate of the home Army, which was 17.5 in 1857, fell to 2.47 in 1911, and this improvement is due to two reformers, Sidney Herbert and Florence Nightingale, the initiators of the new model in Army organization.

With regard to the field that the world has considered as essentially Miss Nightingale's own, the training of nurses, but which Sir E. Cook's biography clearly shows occupied a very secondary place in her life's work, it is interesting to notice that the founder of modern, trained nursing attached great importance to marks, and even prizes. We are told that "no public school, University, or other institution, ever had so elaborate and exhaustive a system of marks." The directions as to how notes of nursing cases are to be taken are no less thorough and complete. In this connexion it is good to notice that Miss Nightingale was a home-maker, and exerted herself quite as much to secure pleasant conditions of life for the nurses as admirable training.

Her work for statistics is beyond praise. She nearly exploded the War Office with her figures and deductions. She calculated the civil death-rate of Kensington as 3.3, that of Knightsbridge Barracks as 17.5, and pointed out that the barracks were a death-trap for the inmates. Non-reforming officials styled this sort of thing "the beautiful nonsense of the Bird"; but the "Bird" showed that the soldiers' good health diminished the Army Estimates, and this argument proved convincing to Chancellors of the Exchequer. Miss Nightingale was a life-long friend of Mr. Jowett of Oxford, and between them they desired to found there a Professorship of Applied Statistics, to which her name was to be given. She complained that no use is made of the statistics we collect; with her statistics were a way of finding out the will of God, of tracing the path to health. It was proved to the friends that, if statistics are not made an examination subject, then "a professor is without a class and often sinks into somnolence." The scheme fell through. She thought statistics ought to be applied to the results of elementary education, in order that we may decide what path we should pursue, in what direction modify our aims. We should tabulate "What has been the result of twenty years of compulsory education? What proportion of children forget all that they learn at school? What result has the school-teaching on the life and conduct of those who do not forget it? Or, again, what is the effect of town life on offspring, in number and health?"

At a very early period Miss Nightingale came to the conclusion, now probably held by a majority of observant elementary educationists, that education should be more manual and less literary. She correlated the subjects of pauperism, bad housing, lowered health, and elementary education in her "Note on Pauperism," which Carlyle considered admirable and above all things practical.

The Professorship of Statistics at Oxford fell through, but Mr. Jowett declared in a letter to Miss Nightingale, who passionately desired the welfare of the Indian ryots, that the study of agricultural chemistry was now (1887) a reality at Oxford, and that the change was due to her. In another letter he regrets that "I have not been able to do so much as you expected of me." It was Mr. Jowett who exuberantly addressed her as "Florence the First, Empress of Scavengers, Queen of Nurses, Rev. Mother Superior of the British Army, Governess of the Governor of India." Amongst several flattering titles bestowed on her by Sir E. Cook one may note "the Advisory Council to the War Office." This biography shows the help Miss Nightingale rendered Mr. Jowett in the revision of Plato. "You are the best critic whom I ever had," he wrote. She gave him substantial help with his "School and Children's Bible," giving lucid reasons for the omission of some parts and

the inclusion of others. Classical scholars may note that she considered the stories of Andromache and Antigone worth all the women in the Old Testament put together.

The recent list of New Year honours, not one of which was conferred on a woman, recalls the fact that in 1907, when Miss Nightingale's faculties were greatly impaired, to the point that it is doubtful whether she realized the intended honour, King Edward conferred on her the Order of Merit, and therein her name appeared with those of Field-Marshal's and Commanders, several of whom had worked with her at the betterment of the British soldier's life. Sir Edward Cook holds that "a great commander was lost to her country when Florence Nightingale was born a woman."

C. S. BREMNER.

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CORRESPONDENCE.

SEX TEACHING IN GIRLS' SCHOOLS.

To the Editor of The Journal of Education.

SIR,—May we make use of your columns to express what we know to be the opinion of many teachers, namely, our satisfaction that a subject so important as the sex education of girls is coming to the front? It was a pleasure to be at the Education Conference at Bradford to hear the splendid addresses of Dr. Eurich, Dr. D'Ewart, and Miss Norah March, and it was also a pleasure to see the large attendance at the Sectional meeting. Those of us who were fortunate enough to be present learnt much that was valuable concerning the biological method of approach, and undoubtedly this is the right method. Any girl would be the better for working through a Nature-study scheme such as was given and explained by Miss Norah March. But besides the biological aspect of the subject, there is another side which must interest teachers, and that is whether definite sex instruction, including talks on sex hygiene, ought to be given in girls' schools. Here we must consider two points: (1) Shall definite sex-instruction (apart from and beyond the Nature-study course) be given in *all* girls' schools? (2) Who are the right people to provide for and arrange it?

Undoubtedly there are in the country many schools where the girls are taught by their mothers, and it seems to us that in such cases no further instruction from the school is needed. For the work of sex training belongs primarily to the mothers, and it is not the business of the school to take it from their hands when it is clear that they are doing it in the right way and at the right time. But there are also many schools where the parents are unable and unwilling to undertake such a duty, where also the children from their environment have early sex knowledge often acquired in the wrong way, and here it is the business of the school to take the matter in hand and arrange for definite "straight talks" with the girls. The mothers' consent in most cases is easily obtained; we must work with them and let them have full knowledge of our intentions; then we find that most of them are in full sympathy and become valuable allies.

The arrangements for this work may be difficult, especially in the case of mixed schools. The matter needs most skilful handling, and the greatest care and judgment must be exercised. The women on the Education Committee sometimes are invaluable helpers to the head mistress. Sometimes, too, the school has a woman doctor, who, when she is liked by mothers and children, turns out to be ideal for the task. But the important point is that the definite sex instruction of girls cannot be, and never ought to be, arranged for by the head master of a mixed school or formally by a committee. It is a matter that women (and medical men) alone can understand fully, just as it is the work of men to undertake the sex training of boys. We may say that we should not have considered this difficulty but for a case that came under our notice some time ago. A woman doctor had been asked to give some informal talks to the girls of a mixed school. The talks were to be given out of school hours, and the doctor wished certain arrangements to be made. The head master of the school, although knowing what the doctor wished, made his own arrangements, which were so unsuitable that she had to refuse the work altogether. We hope and believe this to be an isolated case, but it is sometimes necessary to take warning even from isolated cases.

If there is one type of school where the girls specially need careful sex instruction it is the mixed school. In such schools girls in their teens are often under a form master; they are in the same class with boys, and may have very few lessons from women teachers. The arrangement is undoubtedly a bad one, and the sole reason for its existence seems to be that in some country districts the numbers are too small to admit of two schools. The ideal of the co-educationist—that the mixed school leads to a healthy regulation of the sex emotion—is very possible in theory, but very often is not realized in practice. In such schools girls at the difficult age have often

practically no supervision from a woman at the time when it is most necessary.

If the committees responsible for such schools are educationists they will see that the women members and senior mistresses have a free hand in the most important and difficult work of these schools—the sex training of the girls.—
Yours, &c.,
LUCY HALL (Head Mistress),
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[The most preposterous form of co-education is to be found in Welsh dual schools, where boys and girls are kept apart till they reach the head class consisting of half-a-dozen "back-fish" and as many hobbledheoys.—ED.]

CONVERSATIONAL LATIN.

To the Editor of The Journal of Education.

DEAR SIR,—I notice in a review on page 38 of *The Journal*: "Can we show a boy that Latin is a thing worth doing of itself? This is the weak point in Dr. Rouse's reformed method. Latin conversation is confessedly only a means to an end, and the boy cannot fail to ask himself: 'What good will it do me to pass the time of day or order my dinner in Latin?'"

As a matter of fact, he does not ask himself any such question. He is quite content with the pleasure of using Latin to express his thoughts, just as he is content with the pleasure of kicking a football, and in neither case does he trouble to ask further so long as he likes it. Your critic's remark is typical of all the criticisms I ever have to meet: he writes what he thinks will happen or ought to happen, without taking the trouble to find out what does happen.

It is typical also in summing up the Direct Method as "passing the time of day or ordering dinner." I do not know that there is any harm done if a boy can order his dinner in Latin; if he can, he will find many pages of Plautus easy to him by and by. But such trifles do not sum up even the daily use of Latin, which ranges over all sorts of things; nor does conversation include his whole method of practice and study. The same fallacy is seen in "U.U.'s" notes, with his cheap ridicule, and the contemptuous reference to Ascham and Erasmus. I should indeed be surprised to find any sympathy between those two great men and one whose temper is disclosed by another sentence: "It is a profound mistake to suggest new methods to old schoolmasters." Whatever you do, never venture to suggest that a schoolmaster may conceivably improve himself. Nor should you venture to form an opinion of your own; you need only ask whether a proposal "has evoked response from the older Universities and public schools." The first maxim, if sound, explains why it has evoked none, if that be the case.

Your own attitude, Sir, I have never been able to understand. It is not so that you treated the identical reform in French teaching. You may, and I think you do, believe that classics are unsuitable for school; I am ready to meet anyone straight on that question. But why you, or even "Old Schoolmaster," should ridicule any attempt to teach classics better I do not understand. It is the more unfortunate because the Direct Method simply transforms the teaching of Latin and Greek from something which I, at least, used to loathe to a perennial delight. I used to do it as a duty, which I hoped would bear fruit in after life, but the doing was dreary in the extreme; and having found out that, by a certain way of teaching, the dreariness disappears, I desire every one to share my good fortune. I am glad to say that a good many have done so.—Yours faithfully,
W. H. D. ROUSE.

Perse School, Cambridge, January 5, 1914.

PROF. CULVERWELL'S "MONTESSORI PRINCIPLES AND METHODS."

To the Editor of The Journal of Education.

DEAR SIR,—It is only in the last day or two that I have read any reviews of my "Montessori Principles and Practice," and I gladly acknowledge the very sympathetic character of your reviewer's

estimate. I cannot, however, understand his paragraph on the chapter on the "Character and Discipline." That he should find it "inadequate and disappointing" is, of course, a statement of fact which is not to be disputed, but I am quite at a loss to know why he should insist that moral training should not consist of dry advice. The sentence immediately following the statement that the chapter is disappointing is—"Morality is not necessarily unpleasant, nor should moral training consist of dry advice." It is possible that some reference to the actual course of evolution may have given rise to the first clause of the sentence; in which case the fault lies at the door of evolution rather than at that of the author. But, for the second clause, I cannot find any sentence in the book which could by implication bear the interpretation which the reviewer seems to have put on the chapter as a whole. Yet he writes further on that the author does not seem to realize that "the era of exhortation ought now to terminate." Yet I actually deprecate "exhortation." Page 295, I observe that in the Montessori discipline, "the moral control by which the higher personality is enabled to resist the antagonisms of the lower personality, or the demands of the physiological character, is obtained *not through exhortation* (the italics are not in the original) or through fear of punishment, or hope of reward, but by giving occupations in which the natural tendency is to secure the victory for the higher personality," and I add, as the next sentence, "This is the tendency of all modern education."

The discrepancy—or, rather, I should say the agreement—between the criticism and the matter criticized is so apparent that I can only wonder whether the reviewer had confused in his mind some other book. For the sentiments he expresses are quite as much mine as his.

One very minor point. Perhaps it is my fault that a misunderstanding arose on an earlier sentence: I said the *method* was based rather on knowledge than on intuition. He has taken this to mean that the *discovery* of the method did not require intuition, which he says I unconsciously admit. Here also his views and mine agree. Like him, I realize how great a part intuition played in Dr. Montessori's work, and have put the point more than once.—
Yours faithfully,
E. P. CULVERWELL.

Howth, January 21, 1914.

"THE LIVING PAST."

To the Editor of The Journal of Education.

DEAR SIR,—Will you pardon me for suggesting that your review of "The Living Past" hardly does justice to the book in one respect. The inference which any reader of the review would draw is that Mr. Marvin has been one-sided and partial, and that he has made a deliberate effort to ignore the part which Christianity has had in the evolution of society. Now it seems to me that he gives a much fuller recognition to this than you admit; but even if it were not so, I would still venture to question the fairness of your criticism. In reading the book to an intelligent girl, much to my own profit as well as to hers, I have always been careful to impress the limitations which the author imposed upon himself; it is an attempt to set forth the landmarks of growth in human progress as regards advance in knowledge, power over Nature and social organization; and it is, like all scientific books, mainly descriptive. The Christian reader can supply his own background for the process recorded, just as he can do so in reading a book on biological evolution. "The Living Past" is so valuable as a picture of the stream of human life, in some of its aspects—ever flowing onward, but with new springs bursting up in it here and there—that one reader at least hopes that many others will find the same pleasure and profit as he has gained from it.—I am, yours, &c.,

Horbury Vicarage, Wakefield.

H. A. KENNEDY.

January 15, 1914.

THE PHONETIC DICTIONARY.

To the Editor of The Journal of Education.

DEAR SIR,—May I be permitted to point out a couple of errors in your review of the "Phonetic Dictionary of the English Language," by Michaelis and myself (published in the January number of *The Journal*)? (1) The proper names—Raleigh, Couch, Baden-Powell, Gower, Cowper—stated by the reviewer to be missing are not missing; each is given in its proper place (or places). (2) The name of the joint author of the corresponding French Phonetic Dictionary is wrongly given in the review as Paul Pepys: it should be Paul Passy.—I am, Sir, yours faithfully,

DANIEL JONES.

[We regret the obvious misprint; and also the reviewer's unfounded criticism of omitted proper names, for which, not having the Dictionary at hand, we are unable to account.—ED.]

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OCCASIONAL NOTES.

THE formation of an Education Society distinct from but in close connexion with, the Teachers' Guild has advanced a step. A Special Committee has drafted a scheme to be considered on the 7th inst. at a conference of delegates from the various Education Societies summoned by the Guild. We are not at liberty to publish the draft scheme, which will doubtless be modified, but we may indicate the general purpose and scope of the Society. It is intended at once to be a learned Society for research and at the same time to serve as a clearing house for the varied Associations which held their several meetings last January at the University of London. It also would include administrators, members of Education Authorities, and the nondescript, but important, contingent who may be described as unattached educationists. All who attended the January meetings must have felt the need of such a common centre. Each subject was necessarily treated from a special standpoint, and, valuable as the discussions were, they produced little effect on the public, who were confounded by the multitude of counsellors, and shrewdly suspected teachers who had each and all their own axes to grind. The obvious objection brought is that there are already too many societies, and that few teachers can afford either the time or the money to join another. The answer is that a clearing house may prove a saving both of time and money. There is no reason why a lump subscription might not make a member free of the various branch societies, and if a suitable habitation were secured, all the business of each could be then transacted by one or two clerks. The main work of the Society would be carried on by special committees and communicated to members by

bulletins and a yearly volume of transactions. We hope that at the meeting of the 7th the project will receive sufficient support to justify the Teachers' Guild in embarking on this its latest development. It is the one body that embraces and represents, however inadequately, all sorts and conditions of teachers.

THE two London Head Masters who opened a discussion on the scheme for training teachers in secondary schools at a Teachers' Guild meeting the other day did not seem much enamoured of the project. Their speeches rather suggested the mental attitude of the French officers who went into the battle of Waterloo, *sans peur et sans espoir*. They evidently regarded the Board's proposals as a despairing attempt to solve an insoluble problem. We are not surprised at their hesitancy. We cannot imagine that there are many head or assistant masters who are prepared to arrange for a teacher in training "a systematic course of study both in the practice and principles of teaching," which is what the regulations require, and to help him through it. Most masters will certainly feel that they have enough to do in teaching boys, without having the additional burden of teaching others how to teach laid upon them. And, to look at the matter from another point of view, merely to observe and learn the methods of one or two particular teachers is such a poor and meagre form of training that it is hardly worth the name.

NEVERTHELESS, as there is no immediate prospect of the country being dotted with training colleges for secondary teachers, it may be well to see what can be made out of the Board's plan. It is really a plan for an apprenticeship, and should be frankly described and accepted as such. The teacher in training will learn the rudimentary technique of his craft, just as the student-teacher learns, or used to learn, in an elementary school before he goes to college. It is a foundation on which something may hereafter be built. One thing we should like to see growing out of it is a staff college, to which the abler and more thoughtful of our young teachers could go after they have had a few years' experience of school work and have got some idea both of their own weak points and of the weak points of the education that their school gives. Entrance to such an institution should be restricted to those who are likely to profit from the advanced study of education. We clearly cannot expect training colleges for all: may we not, however, hope for one for the best of our men?

AN interesting, though little noticed, discussion at the January meetings was that on demonstration schools, in which Prof. Nunn and Prof. Findlay took part. The former is just bringing such a school into being; the latter has had many years' experience of the institution. Parents are seldom impartial judges of their own children, and both the professors had nothing but good to say of the system. Demonstration schools have, indeed, elements of great value in them. The staff of the training college can control not only the methods employed, but, what is quite as important, the curriculum. It is too frequently forgotten that tyros have to learn not only how to teach, but also what to teach, and we fear that the elementary schools in which students practise are not

always certain to give them sound notions on this point, certainly so far as such subjects as history and literature are concerned. On the other hand, demonstration schools must always have something of a conventual nature about them, and the virtue fostered therein is likely to be of a cloistered kind. We are inclined to think that some work in the rough and tumble of an ordinary elementary school should always form part of a student's training, even if he has the opportunity of attending a demonstration school.

TWO articles in the *Morning Post* on "Commercial Education" by Dr. Spenser are a welcome contribution to a little understood subject. No one is more

Commercial Education.

competent than the Head Master of University College School to speak on the topic. The general result of his remarks seems to be that a good commercial education—at least, in schools—differs from a good general education about as much as a Christmas pudding differs from a plum pudding. Commercial history, geography, and arithmetic are dismissed with scant courtesy. Commercial French and German are bowed out more ceremoniously, but not less decisively, but the thorough teaching of languages is strenuously insisted on. What remains comes mainly to this: stress on the economic side of geography and history for all boys, economics, the principles of accountancy and the materials of commerce for those who remain at school till seventeen, and some advanced subjects, such as the Law of Contract, for what the author calls "supra-matriculation" classes. Type-writing and shorthand are, of course, given a place. We do not know why gymnastics are particularly mentioned in his syllabus, nor why our future business men ought to learn more about the British Constitution than the rest of us need to know.

THE moral we draw from all this is the very old one that the business of school education is not to give technical training, but to form mind. What is wanted

Roots, not Fruits.

for the boy who is going to pursue a business career is not particular accomplishments so much as brains and backbone, and the capacity to learn. It is the possession of this latter capacity, indeed, which is the real test of the success of schools. If some forms of education which have been much in vogue are now being discredited as a preparation for life, it is not, or it ought not to be, because the subjects taught are useless, but because either the subjects themselves or the methods by which they were learnt produced an inelastic, wooden type of mind, that lacked versatility, and failed when confronted with problems unlike those to which it had grown accustomed in the classroom. To all business men who complain of the ignorance or incapacity of schoolboys we would say, whether the boys come from Whitechapel or from Winchester, that the real question is not what do these boys know, nor even what can they do, but can they learn quickly and efficiently?

THE Report of the Irish Viceregal Committee of Inquiry into certain matters connected with Irish National Education has been published. The Irish

Irish Elementary Education.

National Teachers' Organization overcame at last their objection to appearing before a Commission sitting in private, and their evidence was a very important contribution to

the Report. One of the matters into which the Committee had to inquire was the method of inspection and the system of increments and promotions, which is closely connected with it, and on which we commented a short time ago. We are glad to see that on these points drastic changes are recommended. The system of merit marks to schools and teachers should be abolished, increments should be annual and automatic in the absence of an adverse report—the only workable system, as we pointed out—and teachers should have a right of appeal to the Board in grave cases involving dismissal. We hope the recommendations will be carried out. It is high time that the system of treating Irish teachers as if they were school children was abolished.

THERE are many points of some importance in connexion with the training of secondary teachers which have not been much discussed, but which head masters will have to confront. One of these is the number of subjects which a master or mistress should be expected to teach. Here there can be no fixed rule, but we may suggest that so far as the humanities are concerned, the principle that they are all interconnected should be kept in mind. Clearly this cannot be interpreted to mean that every master and mistress should be expected to teach two or three languages, history, and geography, all up to a high standard, but it should mean that every teacher should be required to give evidence of having mastered the rudiments of all, and of ability to give some degree of instruction in all. For those who aspire to teach the highest classes in two or more, the question arises, what are the best combinations? French and German is the commonest; is it the best? Everybody knows the difficulty of maintaining a high standard of efficiency in two modern languages. We fancy that many teachers might do better to profess one foreign language only and add to it history or some other subject which can be kept up by reading. But the question is too large and complicated for a note, and we hesitate to express a decided opinion.

"Façh" Teachers.

THE Simplified Spelling Society has proceeded from a demand for a corrected spelling to a demand for a standard pronunciation. On the Society's principles, indeed, the one follows inevitably on the other. How can you arrange a system of spelling to represent the sounds of a language before you have settled what those sounds are? Hence the Society now asks that Yorkshiremen and Irishmen, Scotchmen and Canadians should all be required to pronounce English in exactly the same way, under pain of being pronounced ill educated people, not fit for polite society. The ideal to be aimed at is uniformity and monotony. How the pronunciation thus artificially fixed is to be rendered immune from that liability to change to which everything human is subject we are not told. Perhaps there will be a bureau in Great Russell Street which will admit changes cautiously and wisely. The scheme will not, we fancy, appeal to many people. Much centralization we must in these days do our best to put up with, but against the centralization of language we may fairly kick. With Mr. Ashbee, we would ask why the people of Hampshire should not be allowed to retain their beautiful and sympathetic dialect. We sympathize with local peculiarities of speech as we sympathize with everything which

Uniformity in Pronunciation.

makes for local life. Even more do we sympathize with the peculiarities of Colonial speech, for they are the mark of nationality, and, like all outward characteristics, aid and support the nationhood that they mark.

THE *Modern Language Review* is a *Fach* journal which appeals almost wholly *ad clerum*, but in the current number there is an article by Mr. J. Lawrence on "English Pronunciation" which should interest all teachers. Mr. Lawrence is an ardent spelling reformer, and hopes to see a phonetic dictionary of the English language universally adopted, but he objects to making, as does Mr. Daniel Jones, the speech of educated Londoners the standard, and would substitute the current pronunciation of the upper classes—men and women educated at the public schools and Universities—throughout the Kingdom. A Central Committee, with local branches, should sit "to provide the true Attic standard of our tongue." What here concerns us is, first, his admission that such a standardization will not, as the Poet Laureate thinks, arrest the process of "degradation." The approximate phonetic spelling of our forefathers did not arrest the change from the language of Alfred to that of Chaucer. Secondly, he argues that any phonetic system, if it is to stand a chance of general adoption, must be content with approximations. Dr. Bridges' fifty-eight symbols are confessedly imperfect, and they are too many for the reader. The New English Dictionary aims at absolute accuracy, and employs a century of symbols, but, as is shown in pages of instances, it is not self-consistent. The moral we draw is that spelling reform must proceed slowly and by degrees, and, in the meanwhile, we would plead for *tolérances* the same latitude that was allowed to the Elizabethans. It is absurd to make of spelling a fetish, as do the Civil Service Commissioners, and pluck a candidate for writing "preceed," "procede," "potatos," "folioes," "program," "epigramme."

MR. DENMAN introduced an Employment and School Attendance Bill into the House on the 20th ult. We can speak of the measure only as it appears in the speeches of the promoters. It is based largely on Local Option. Two important powers are given to Local Authorities, to raise the leaving age to fifteen, and to require attendance at continuation schools. This probably means that the Local Authorities would have to choose between spending money on giving children an extra year of schooling and spending it on continuation schools, for it is certain that under present financial conditions few authorities would be able to indulge in both luxuries. We are inclined to think that on the whole continuation schools are the more urgent need of the two. To raise the school age to fifteen would merely touch the fringe of the great problem how boys and girls are to be helped, guided, and taught through the critical period of adolescence. Moreover, as was pointed out in the debate, the addition of another storey to the elementary school would entail considerable structural alterations in the whole of the upper part of the building. In plain English the work of the highest standards would have to be improved.

TWO important clauses are compulsory—that which prohibits street trading for boys under fifteen and girls

under eighteen, and that which practically abolishes the half-time system. The first suggestion met with no opposition, except from the full-blooded and old-world Toryism of Sir F. Banbury. Tired children, we must all agree, are as useless in school as hungry children. The boys who have spent a couple of hours or more delivering milk or newspapers before they come to school are the despair of the teachers. The half-time question excited more difference of opinion. The principle of abolition is sound enough, no doubt, but abolition in the rural districts would certainly have to be accompanied by some extensive changes in the curriculum. Boys who have to live on the land must in some way or other get into contact with the land before the age of fifteen. Things are, however, moving in the right direction, and we are glad to hear from Mr. Trevelyan that every county in England and Wales, except two, provide instruction in gardening for schools that require it, and that more and more schools are requiring it.

THE strike in Herefordshire is well under weigh, and we read of empty classrooms and picketed schools. The Salaries Committee of the County Authority met the representatives of the National Union of Teachers, but bluntly refused to accept the scale the latter proposed. As we go to press, however, we read that a Special Committee of the Authority has drawn up a scale. If this be true—and we earnestly hope that it is—it means that the teachers have won the principle for which they are fighting, and, the doctrine of the scale being accepted, an adjustment of the rival figures ought to be possible. Meantime we rejoice to see the widespread interest that the struggle is exciting. It has done more to call attention to the scandal of rural teachers' salaries than many years of talking. We cannot help thinking that some militant associations of secondary teachers must be wishing that they had the power to bite as well as the capacity to bark.

BUT the action of the Herefordshire teachers will do more than call attention to the just demands of teachers. It will help to bring to the front the urgent question of the poorer areas. The burden of the rates in some of these is growing very heavy, though we do not know that Herefordshire is one of those where the load is heaviest; and one of the objects of the next Education Bill must be to make further provision for help from the Exchequer for these needy districts. We are glad to note that the Prime Minister has practically stated that the Government contemplate increasing the proportion of the cost of education borne by the State. One word more only on this subject. A question in the House of Commons has elicited the astounding information that 858 supplementary women teachers receive less than £25 a year for full-time employment, 4,872 less than £35 a year, and 10,434 less than £45 a year. Before figures like these comment is dumb.

THE eighteenth Annual Conference of the Parents' National Educational Union will be held at Darlington, March 9 to 12. Among the lecturers and speakers are Mr. Sadler, Prof. Campagnac, and Mr. H. Pike Pease, M.P.

LOCAL AUTHORITIES.

THAT there is a falling off in the supply of intending teachers is a recognized fact; it is not, however, generally recognized that the schools are, the falling off notwithstanding, considerably better staffed than they were eight years ago. Here is a comparison between 1904-5 and 1911-12:

	1904-5.	1911-12.
Number of Scholars on the Registers ...	5,645,089	5,618,030
Certificated Teachers:—		
Trained Men	18,111	23,016
Trained Women	21,793	32,481
Non-Trained Men ...	7,888	8,982
Non-Trained Women	26,250	32,625
Uncertificated Teachers:—		
Men	4,855	4,813
Women	33,495	34,312
Supplementary:—		
Men	34	—
Women	17,518	12,249

It will be seen from these figures that, while the number of scholars on the registers is rather less, the number of certificated teachers has increased by more than 30 per cent. The statistics of successive years clearly indicate a tendency on the part of teachers not only to become fully certificated, but also to be trained. Consequently the staffing problem of the future will be concerned chiefly with small schools.

ANOTHER interesting Return issued by the Board of Education shows in a convenient form the number and distribution of small schools in England and Wales. The total number of school departments in England and Wales is 32,234, and of these 11,972, maintained by Local Authorities, have an average attendance not exceeding a hundred children. Of this total over 90 per cent. are situated in county areas. As it is pointed out in the Return, the existence of a number of small schools in an area has a very direct bearing upon problems of staffing and upon the financial position. It is all very well for educationists in Utopia to demand the abolition of uncertificated and supplementary teachers, and urge the employment of the fully qualified. But the head teacher of a school with sixty or seventy children would generally prefer the help of an uncertificated assistant and a supplementary teacher if the alternative was a certificated assistant.

THE Surrey Education Committee has considered a special report on the supply of teachers, which in that county is evidently a serious question. In 1908-9 the number of pupil-teachers and bursars was 138; in 1913-14 the total decreased to 33. It is estimated that in the county of Surrey, without making any additional allowance for the shortage in the supply during recent years, 168 intending teachers should be available. The Committee attributes the decline in the number of entrants to the following causes: the change in the system of preparatory training, under which the wage-earning age has been postponed, the growing competition of other forms of lucrative employment, the charges made by the National Union of Teachers in 1911 that the actual supply of teachers exceeded the demand. It is suggested that, under present economic conditions, the majority of intending teachers must be drawn from the elementary schools, and the opinion is expressed that the solution of the problem lies in the direction of (1) making the earlier stages more attractive, and (2) increasing the salaries paid to teachers.

THE Board of Education having stated that they are prepared to consider proposals for the preliminary education of elementary-school teachers by systems other than pupil-teachership or bursarship, and if they approve to make grants in aid of any expenditure incurred, the Surrey Committee has made an interesting suggestion. It proposes the training of girls of the supplementary teacher class with a view to their employment in infants' schools, and in the lowest classes of small upper schools, as junior assistant teachers. Candidates for appointment would be women over eighteen years of age, who have passed a special qualifying examination conducted by the Committee. The suggestion has been submitted to the Board for their consideration.

THE Derbyshire Education Committee have also had under consideration the question of the increasing difficulty of obtaining teachers. The Committee believe that the deficiency is not due to a want of "natural supply," but rather to the difficulties attending the regulations of the Board of Education. The committee do not approve of paying children to attend secondary schools on the expectation or promise that they will become teachers, and they have submitted various proposals to the Board with a view to meeting the special conditions in different parts of their area. It is suggested that candidates should be accepted in certain districts served by secondary schools from the time when they are legally exempt from attendance at an elementary school. These candidates would divide their time equally between the elementary and the secondary schools. It is also suggested that in other districts preparatory classes should be arranged for candidates unable to attend secondary schools and further an adaptation of the Board's new regulations with a view to enlisting recruits in rural districts.

THE Northumberland Education Committee has recently adopted a revised scale of salaries for teachers which is estimated to involve, when fully in operation, an additional expenditure of a rate of 1d. in the pound. It is intended to benefit chiefly the position of men certificated assistants and the head masters of small schools. The maximum of assistants has hitherto been £120, with an addition of £10 for first assistant teachers. Under the new scale the maximum is raised to £140 and £150 respectively. The remuneration of a head master in a school with over thirty and under sixty scholars in attendance rises by increments from £110 to £145.

SCIENCE NOTES.

THE London Branch of the Mathematical Association has the Astronomer Royal as its president for the present year. In his inaugural address on February 7 Dr. Dyson drew attention to the ignorance of the "educated" classes with regard to the easily observed movements of celestial bodies. In urging that the subject of astronomy is worthy of attention in school, the President was supported by the audience, as was made clear in the subsequent discussion. The difficulties being mainly those of forming proper spatial concepts, the task of overcoming these difficulties might well be undertaken by the mathematical teacher.

CLOSELY related in a pedagogic sense is the general question of solid geometry. Many difficulties of the mathematical and physics lessons would be reduced to quite small dimensions if young children had tactile experience of geometrical solids. Some children have such experience in the nursery, and it would be interesting to inquire of what proportion of our Wranglers this was true. In any case some model making in the mathematical class is desirable, and Mr. Abbott gave an excellent demonstration of such work. A feature of the demonstration was the exhibition, not of work of selected boys, but the work of every boy in the class; and the audience—mainly of experienced teachers—was clearly impressed with the good quality of the worst. Even more important than the satisfactory manipulation was the evidence that the individual boys had been induced to think.

THE question of the tensile strength of cell-sap has an obvious bearing on the problem of that rise of sap which is just now making its influence so delightfully evident to all observers of our burgeoning trees. It is therefore peculiarly opportune that Prof. H. H. Dixon should bring his researches before the Royal Society, by which he showed that cell-sap could sustain very considerable tension, in one case reaching 208 atmospheres. It is, of course, not suggested that such tensions ever arise in a growing tree; but it may be noted that the sap was centrifuged from the branches of trees, and was almost, if not quite, saturated with dissolved air.

THE action of sodium on water is one of the most "tricky" experiments which teachers of the elements of chemistry have to perform. The "shute" method is quite safe; the method of using a

spoon or, worse still, of putting the sodium into compo pipe, is highly dangerous. Roscoe recommended the use of sodium amalgam, but its action is not very reliable—at least, such has been the writer's experience. Prof. H. B. Baker and L. H. Parker explain the vagaries of the substance in a recent contribution to the Chemical Society's *Journal*. It appears that distilled water is sometimes free from hydrogen peroxide, and that this substance must be present in order for the reaction to occur at a useful rate. Ordinary tap-water usually contains sufficient peroxide to enable the evolution of hydrogen to be shown to a class; but calcium is now safer, cheaper, and more convenient, and in some ways more instructive than sodium.

A New Electric Incandescent Lamp.
At the Royal Institution Dr. J. A. Harker exhibited a lamp which is a definite advance in electric lighting. One source of leakage of energy (and consequent loss of light) from incandescent filaments is the emission of charged particles. This emission is

checked by the presence of nitrogen at atmospheric pressure, and thus the temperature of the filament is raised about 200 degrees, resulting in a 600-candle power lamp, which consumes about half a watt per candle. The leads are made of molybdenum; this is the first utilization of the metal which we can call to mind.

Lantern and Screen.
LAST month we referred to the L.C.C. advice on the management of the limelight, and a recent experience in a Council School has pointedly reminded us of the need for advice as regards material for a screen. The requisite qualities of a good screen are (1) opacity, (2) minimum absorption of light, (3) minimum specular reflection, (4) maximum diffusive reflection. Plaster of Paris and magnesia alba are the best materials; good whitening or lime-wash is also very good. Plain white ceiling-papers are very cheap and good, and provide an easily applied facing-material for walls or calico. Linen is quite bad; about half the light goes through and is lost.

The Solar Eclipse of 1914.
THE railway and steamship companies are beginning to advertise cruises to witness the total solar eclipse which will occur on August 21. At Greenwich two-thirds of the disk will be in shadow; the line of central eclipse, crossing Norway north of Trondheim, will pass through Riga, the Crimea, Baghdad, to the delta of the Indus. Particulars can be found in Whitaker's Almanack.

Public Schools and Medical Study.
IT will be remembered that the Public Schools Science Masters Association always contended that the Public Schools should be recognized as training their pupils in the purely scientific studies preliminary to a medical course. We are glad to notice in the recent annual report strong testimony from Sir Clifford Allbutt that the alteration made in the Cambridge regulations in the sense urged by the P.S.S.M.A. has had most satisfactory results. The number of candidates passing the first M.B. Examination has increased simultaneously with a rise in the standard required for a pass.

FREE COMPOSITION.*

WHAT you will hear in the quarter of an hour allotted to me must not be mistaken for a sample of Free Composition. It was reluctantly and with much hesitation that I accepted the task imposed on me by the Committee. I seemed to myself like one of those primitive cannons, a relic of the Civil Wars, preserved on the city walls and dragged down on a jubilee day to be fired off with blank cartridge, at some risk to the gunner from bursting, but none to the audience, who, like Iapix, will mock at the *inania murmura*, the sound of little meaning, though the words are strong. Even could I boast like Horace that in my day I had "militated not without glory," yet it is high time to hang up my rusty arms in the Jehangier Hall beside the statue of our President, Sir Henry Miers. Yet since my retirement from teaching I have had some opportunity as an inspector and an examiner of observing the work of other teachers, and my

observation has confirmed and strengthened some conclusions to which my own experience had led me and which, hide-bound as I was by tradition and routine, I rather preached than practised.

You must pardon me then if I take an old sermon from the tub and refurbish it with some modern instances for the occasion. In particular, I think I shall be safe in plagiarizing from an article that I contributed in 1911 to "The Teacher's Encyclopædia," for I have never yet come across a teacher who had read it. In it, after banning as heartily as Prof. Viëtor or Mr. Rippmann could desire the old method of composition teaching—Ollendorff, followed by a page of Addison or Macaulay, to be turned, with or without help, into French—I proceed to commend unreservedly the oral practice of Free Composition, beginning with simple answers to questions and leading on to a continuous description of a picture or an incident, or a paraphrase or précis of what had been read in class or out of school. At the same time I hold that the pendulum has swung too far, that no one can pretend to know a foreign tongue till he is able to express in it not only his own thoughts and sentiments, but the thoughts and sentiments of others, and that not in a rough paraphrase, but in a form that represents, as far as a copy can, the language and style of the original.

So far, I take it, the New Methodists would not dissent, but here we part company. They maintain that this higher form of composition is not a school exercise, but suited only for the University student, and, if practised at all at school, to be reserved for the highest class as an occasional diversion. I hold, on the contrary, that it should be begun in the middle forms, concomitantly with Free Composition; that the exclusive use of Free Composition is intellectually pernicious; that it encourages glibness and rhetoric at the expense of clarity and precision, tempts a pupil to evade difficulties, to think less of what needs to be said than of how he best can say it. The pupil who has been bred on Free Composition will distinguish himself at the *table d'hôte*, and be able to converse on Shakespeare and the musical glasses, or to pen a pretty letter to a French lady; but in the serious business of life it will have prepared him for no other occupation save that of the courier and possibly the *commis voyageur*. For the Foreign Office, the diplomat or attaché, for the corresponding member of a learned society, for the clerk for foreign affairs in a bank or a house of business the essential requirements are accuracy and precision, not fluency or facility.

But the main point that I wish to bring before you to-day is one that I am emboldened to throw down as a challenge, and which I hope will be taken up and provoke a lively, if not a heated, debate.

Free Composition is not a suitable subject for external examinations—I would add as a saving clause, as they are generally conducted in England. If, as on the Continent, all examinations were partly oral and partly written, and no candidate could pass without the oral test, it would be a different matter. But in England, as a rule, there is no *viva voce*, or if there is one, it is optional and counts for little. For juniors—children between the age of thirteen or nineteen, as the Board of Education has wisely decreed—there should be no external examination. Of Junior Locals, Second and Third Class, Preparatory, &c., I would make a clean sweep, and for all Seniors I would insist on an oral test.

In preparing this paper I chose as typical the examination papers in French set by the College of Preceptors, because (to be candid) this needed no research, and those for the last ten years can be purchased in a fascicule. A rough analysis of the sixty subjects set shows the following results. Nineteen demand description. "Holidays" (the holidays, a holiday, a half-holiday) head the list (seven). Next come the "Four Seasons" (six, if Christmas Day is reckoned in). Next in order are several groups of subjects, not identical, but closely allied: (1) "Games"—cricket, football, or hockey; "Your Favourite Sport or Study," "Your Hobby." (2) "School"—a description of classroom, examination room, the situation of the school. (3) "Animals"—dog or cat, with an anecdote; tame or wild; dog or some other animal. (4)

* An address delivered by Mr. Storr before the Modern Language Association at the Conference of Educational Associations, January 7, 1914.

"A Seascape, or the Seashore." (5) "Aeroplanes"—including modern inventions. (6) "Literature"—any well known French or English writer, any book in English or French you have read, any incident or person from a French book. (7) Any accident you have seen, read, or heard of. This analysis covers roughly fifty out of sixty of the subjects. The remaining ten I might pass over as exceptions or freaks, but I will notice two as models for examiners. One is to continue the story partly told in the version. This form of question admits of countless variations and is fair to all the candidates. [*Per contra*, the questions on various kinds of fishes unfairly favours a candidate who happens to have learnt by heart a vocabulary of fishes.] The other is a common proverb—"Tout ce qui brille n'est pas or," to be explained and illustrated.

The moral I would draw is that Free Composition, if it does not necessarily lead to cramming, at any rate, lends itself to that abuse, and has tended to encourage it. If I were a crammer, sending in my class for French in the College of Preceptors Examination, I should set them to write seven essays, one on a subject (it does not much matter which) taken from each of the seven groups. The utterly bad essays would be torn up, the pupil having first been told why they were bad and shown a more excellent way. When a certain level had been attained and the blunders had been corrected, I should proceed, like the old-fashioned drawing-masters, to touch the essays up, add a few bold strokes, a neat turn or idiomatic phrase, and perhaps a purple patch, not too conspicuous—say, an apt quotation. And, lastly, I should make sure that each pupil knew his own essays by heart. If none of the seven ready-made essays (on second thoughts, I should make them ten, to include an historical character, which would serve also for your favourite hero, a journey, and a letter to a French friend), if none, I say, of these, with a little impromptu tailoring, failed to fit, it would be against all the odds, and I would defy the acutest and most conscientious of examiners to detect the imposture, or, if he suspected it, to bring the culprit or culprits to book. Do you join issue? Let me relate what a friend of mine, an experienced examiner, told me the other day. He had been looking over a "Caesar" paper and was complaining how little that class of boys profited by their Latin. "The best of the bunch," he said, "had evidently learned the crib by heart, and in one of the passages I set translated a sentence that I had omitted in the Latin." "Of course, you gave him nought for it?" "No," he answered; "if I had so punished all who showed that they had been merely reproducing the crib, I should have plucked three-fourths."

Before I pass on, I would call attention to another difficulty suggested by this collection of examination papers. The Free Composition is in each case set as an alternative to the translation into French of a passage of English. I must crave your indulgence for recording one of these alternatives:

Either (a) Write in French a letter of twelve to fifteen lines to a French friend, saying why you are proud of your native town or country.

Or (b) Translate freely into French:—"An elder sister had been cajoled into doing a small boy's French translation. When he came back from school he was very morose. 'Well,' said she, cheerfully, 'what did they say to the French?' 'Asked me if I'd done it myself,' the small boy grunted. 'I said, "No";' and he glared at his sister. 'Well, and what then?' said she, rather alarmed. 'Then I got whacked twice; once for getting someone else to do the translation, and once for getting someone who translated so badly.' On reflection the sister thinks that the master scored heavily. So does the small boy. And she has not yet succeeded in inducing him to make it up with her."

I can only thank my stars that I was not the examiner who was set the impossible task of comparing the work of the free compositionist and the translator, and of estimating in marks their respective merits. Supposing the first to have written fifteen lines of faultily faultless platitudes to the tune of "Rule Britannia," and the other to have shown knowledge of French accidence and syntax, but to have left blanks, or boggled hopelessly over the highly idiomatic or almost slang

phrases "cajoled into," "grunted," "glared at," "whacked," "scored heavily," "make it up"—what, I wonder, would be their respective marks? The two performances are not *in pari materia*, and it would be easier to adjudge *le grand prix* with the Derby and the Grand National Steeplechase as alternatives.

It is a rare privilege to be admitted to an examiner's workshop, to be allowed to test his weights and measures, and to check his calculations, and those who have, so to speak, the *entrée*, co-examiners and supervisors, may not reveal the secrets of the inquisition. We must all be grateful to the editor of *Modern Language Teaching* for giving us a glimpse behind the scenes and to the two teachers who frankly and fully expounded both their methods and their practice. Two Free Compositions on alternative subjects set in the same examination—"Les produits agricoles de l'Angleterre" and "Richard Cœur de Lion"—were published, and members were invited to assign marks and explain their procedure. I am not going to assume the umpire or critic, and only refer to this test case to show what different results two competent examiners may reveal.

The first composition on agriculture gets respectively 50 per cent. of full marks and 30, or, if strictly marked, 16½. The second, on Richard, 70 per cent. and 37. This instance brings out another drawback on which I have sufficiently dwelt. As one of the examiners remarks, the pupil who has just been "doing" Richard in his English history (still more if he has had the luck to have done him in his French Reader) has an unfair pull. The same with the pupil who has been trained on Dent's pictures of country life.

One other difference which goes to the root of the matter. One examiner assigns half the marks to *le fond* (as he calls it), *i.e.*, method and style. The other apparently allows it only a small percentage added or subtracted for general impression. If such diversities of marking are revealed in two show specimens prepared for public exhibition, one can only wonder what happens when the examiner has to look over and mark against time scripts by the hundred at the rate of one a minute.

A more excellent way of testing Free Composition is that adopted by the Scotch Education Department for their leaving certificate. An anecdote or brief narration in English is read out twice to the candidates and they are asked to reproduce the substance of it in French. The defect of this plan is that pupils are able to memorize the short story and produce, not a free paraphrase, but almost a word for word translation. In the Oxford and Cambridge Locals I have observed what seems to me an improvement in this plan—jottings or headings of a narrative, in the jingle style, to be expanded by the candidate.

The regular *thème* or essay, a separate paper of two or three hours, a recognized institution in France, is non-existent in English schools, and I need only notice it as a counsel of perfection. The nearest approach that I know to it is in the Joint Board Higher Certificate paper for French composition. Here some general subject, such as "French and English Manners," is set as an alternative to a question on the French prepared book, "A Comparison of 'Le Misanthrope' and 'Timon of Athens,'" but only an hour is allowed.

I have stuck closely to my brief, and I fear wearied you by a meticulous survey of my humble patch of allotment. I can only claim to have laid a strong indictment against Free Composition as tested by examination, and shown that it exercises, or may exercise, a malign influence both on teachers and taught. But I go farther and maintain (with some trepidation, as an old fogey addressing a younger generation of experts) that it cannot and should not supersede or take the place of translation proper. It will not teach a boy the exact meaning of words and phrases, the fine shades of difference between synonyms, the distinctions between French and English homonyms—*honnête* and "honest," *respectable* and "respectable," *dévot* and "devout," and so forth—nor the language of poetry, the connotations and suggestions on which so much of its beauty and inner meaning depends. And what would La Fontaine and Racine, what would Victor

Hugo and De Musset be without this power of appreciation?

But this is too large a subject to embark on at the fag end of a paper. *Tout est dans tout*, and I am not going like Jacotot to treat you to a treatise on "Calypso." All I would maintain, as I have maintained elsewhere, is that the main object in learning French is to be able to read and understand French, to appreciate its great literature, and, incidentally, to imbibe something of the French genius, logical development of thought, and perfect precision of language.

We have long ceased to hold that the educational value of a subject is commensurate with its difficulty, and have left to the Classicists their vaunt of mental gymnastics, but we are not prepared to allow that modern languages is a soft option. Our contention is that French and German are as well worth knowing as Latin and Greek. To this all present will subscribe, unless some classical head master has strayed in by mistake. The rider I would add is that a real knowledge of French or German—to know them in the same way as Jebb knew Greek or Munro Latin—cannot be obtained solely by conversation and free composition. These are pedagogues (in the Greek sense of the word) to lead us to the high school of literature, nursing mothers to teach us the elements of the foreign tongue, to accustom us, as it were, to breathe freely in a strange atmosphere. Later on a boy's nose must be held to the grindstone. I dislike the metaphor, for there need be no compulsion, and I use it only to signify that he must be led to see what is meant by "exact scholarship"; that approximation, paraphrase, *à peu près* will no longer satisfy; that he must aim at comprehending the full significance of every phrase, word, and particle in what he reads, and if he cannot render these from French into English or from English into French (the latter, I allow, is a feat that not even all members of the Modern Language Association could perform) at least of seeing that they are untranslatable, and so of appreciating, as is possible in no other way than by translation, the genius of French language and literature.

CORRESPONDENCE.

OXFORD RESEARCH DEGREES.

To the Editor of The Journal of Education.

SIR,—Will you permit me to correct a statement with which I am credited on page 115 of your last issue? Candidates for the Research Certificates in Letters and in Science at Oxford are *not* required to have taken the Honours course at Oxford or a degree at a British University, but candidates who have not taken such a degree, or the B.A. course at Oxford or Cambridge, must satisfy a University Committee that they have received a good general education. The University does not limit its Research degrees to graduates, and the corresponding certificates for women come under the same rule. You have omitted another important point in my letter. Women candidates must be registered women students belonging to a recognized society, just as men must be members of the University. Residence is not compulsory for the period of study, only for the degree. Yours faithfully,

ANNIE M. A. H. ROGERS,
Clarendon Building, Oxford. Hon. Secretary, Association for the
February 22, 1914. Education of Women in Oxford.

PROF. CULVERWELL'S "MONTESSORI PRINCIPLES AND PRACTICE."

To the Editor of The Journal of Education.

DEAR SIR,—I am sorry that Prof. Culverwell should have mistaken the application of one of my remarks in the review of his valuable work. The phrase, "nor should moral training consist of dry advice," does not imply that his chapter on "Character and Discipline" advocates the dry advice: it does not. The remark was made as a statement of opinion, not as a criticism. My reason for regarding the chapter, as a whole, as "inadequate and disappointing" was that, considering the excellence of the rest of the book, one might have expected such subjects as character and discipline, if they were touched at all, to be dealt with far more

fully; and the subject of character training especially to be regarded in a more systematic and synthetic manner.

YOUR REVIEWER.

MINISTERING CHILDREN'S LEAGUE.

To the Editor of The Journal of Education.

SIR,—May I be permitted to bring to the notice of the principals of girls' schools the merits of the Ministering League, a development of a worldwide Society which has accomplished very extensive charitable work? Its aim is to counteract the vice of selfishness by teaching the young people to consider the wants of others and most especially those of the poor and suffering. The Association has beautiful Homes of its own, but it differs from kindred societies inasmuch as it leaves its members free to work for any charity appealing to their sympathy. It is not a mere money-lending organization, for it seeks to form the characters of the young people for good, teaching them to regard it as a duty to be helpful to those about them, and to consider every day as wasted during which no acts of love and unselfishness have been performed. It has been called the "Practical Christianity Society," and a lady who lately addressed a meeting, and who had had long experience of the merits of this organization, spoke of it as having acted as an "inspiration" to the pupils confided to her care. She considers that, even in the case of those who used to appear but indifferent members, in several instances the lessons of unselfishness seemed to come home to individuals after the lapse of time, proving that the influence was by no means wasted. In a school in South Africa, where the League had been introduced, it had such good results that inquiries were made as to what had brought about the change of tone. Her Majesty the Queen is Patron of the organization, the Bishop of London is its President. The office is held in this house, where papers giving further information can be obtained. I remain, Sir, yours very faithfully,

M. S. MEATH,
83 Lancaster Gate, W. Foundress and Hon. Secretary.

SAFE NOVELS.

The Broken Halo. By FLORENCE C. BARCLAY. (6s. Putnam.)

The halo is a gilded plate inserted above the head of St. Peter in a church window, which Dr. Dick, the hero of the story, as a child of seven, smashes to bid defiance to the world in general and in particular his great-uncle, the Rector, who has unjustly thrashed him. A social rebel he remains to the end, determined to be top dog and quits with a world of snobs and hypocrites. The heroine, the Little White Lady, is a saintly widow who has suffered martyrdom at the hands of two husbands—the first a hard cynic, the second a ruffian who has already murdered one wife and would have made away with her had not his wife (it was a case of bigamy) shot him in the nick of time. Dr. Dick saves her life in a bad attack of the heart, and there gradually grows up between the two the relation of mother and son. He feels for her all the love and devotion that was buried in his own mother's grave, and she brings out all his better qualities, and tries, not by preaching but by her life and example, to restore his early faith. All this is charmingly told, but the romance is spoilt by the confession that he married her for the sake of her fortune, and the death-bed conversion of a heathen, portrayed all through as *naturaliter Christianus*, leaves us cold. It is a pity that what might have been an exquisite idyll is spoilt by melodrama.

The Flying Inn. By G. K. CHESTERTON. (6s. Methuen.)

This, as the paper cover instructs us, is a joke and something more—a challenge in ethics. That we may have a good joke in three hundred pages and more "Gulliver's Travels" sufficiently proves, but we confess that we grow somewhat weary of "The Old Ship" and its signboard which is spirited from place to place, and the Irish Captain, a Hercules, a Haroun al-Raschid, and a Larkin rolled into one. Swift's challenge is plain, and anyone who knows the history of the times needs no key to the satire, but it would puzzle a very Daniel to interpret Mr. Chesterton's parables, or to deduce from them any moral except that Whatever is is wrong. The drink question is the clue of the labyrinth, but the reader is left in doubt whether he is a teetotaler or a friend of publicans, and he would probably say that to ask such a question is an impertinence, and shows a lack of humour. We must accept it as a pure extravaganza. Those who read it, as we have done, at a spell are likely to be bored; but it is full of wit, and has provoked many a hearty laugh. The improvised songs are particularly happy, and it ends with a love lyric which is a gem.

JOTTINGS.

AT the last meeting of the Teachers' Registration Council, on February 20, applications were considered, and seven hundred names were placed on the Register, a small number being held over for further inquiry. Applications continue to come in at the rate of some twenty a day.

ON March 13, 17, and 20 next, at Crosby Hall, Chelsea, Miss Hoskyns-Abrahall will deliver a course of three lectures on "Biology in Relation to Education." Her two pamphlets, "Biology as a factor in the Teaching of Morals" and "Child Nature and Education," have already made her name familiar as an original thinker. In the present course she will give the results of further study and research in their practical application.

JOHN NAPIER'S "Logarithmorum Canonis Mirifici Descriptio" was published in 1614; and it is proposed to celebrate the tercentenary of this great event in the history of mathematics by a Congress, to be held in Edinburgh on Friday, July 24, 1914, and following days. The celebration is being held under the auspices of the Royal Society of Edinburgh, on whose invitation a General Committee has been formed, representing the Royal Society of London, the Royal Astronomical Society, the Royal Philosophical Society of Glasgow, the Universities of St. Andrews, Glasgow, Aberdeen, and Edinburgh, and many other learned bodies and institutions. Through the favour of the Editor of *The Journal of Education*, the President and Council of the Royal Society of Edinburgh have now the honour of giving a general invitation to mathematicians and others interested in this coming celebration. All desiring to take part in the celebration are requested to communicate with the General Secretary, 22 George Street, Edinburgh.

IN the *Atlantic Monthly* Mr. Fielding-Hill has been expounding current English politics to Americans, and we are concerned with them only as they touch on education. "That the education machine does more harm than good has been evident to all classes for long, and the tyranny has become insufferable." The following sentence will suffice to take the measure of our critic: "We are a cheerful people who like a glass of beer, and we like it in the comfortable and reasonable conditions not now possible." He borrows Archbishop Magee's famous dictum, and would doubtless add, "I would rather see England ignorant and brutish than taught and trained under compulsion."

SIR HENRY LUCY, in his reminiscences that are appearing in the *Cornhill*, relates how he was twice expelled from a Sunday school. Of the second expulsion his memories are hazy, but he thinks it must have been due to the inveterate pugnaciousness which he shared with Dr. John Brown's Rab. The cause of the first expulsion was for long a mystery to him. He had been a model scholar generally at the top of his class, when one Sunday he was told by the Superintendent to wait after school, and informed that he need not again present himself. Years after he met the Churchwarden at dinner, and asked for an explanation. His old teacher frankly confessed that the simple reason was that Lucy was always asking questions that he could not answer impromptu, and he was afraid of losing his dignity.

LESSON ON POLAR EXPEDITIONS.—*Teacher*: "And what sort of animals would you expect to find in the Arctic Circle?" *First Child*: "Polecats." *Second Child*: "Archangels."

THE Class Lists of the Cambridge Local Examinations held in December last show that the total number of candidates entered was 9,590, exclusive of 5,210 candidates who were examined at Colonial Centres. In the Senior Examination 886 boys and 992 girls satisfied the Examiners, 70 boys and 19 girls being placed in the First Class; 508 boys and 212 girls showed sufficient merit to entitle them to exemption from one or both parts of the Previous Examination. Of the Junior candidates 1,700 boys and 1,163 girls passed, the numbers of those placed in the First Class being 101 and 17 respectively. In the Preliminary Examination 1,156 boys and 784 girls passed.

IT is not every candidate for an assistant mastership in a public school who can add to scholastic qualifications not only a year's experience as Priest-Vicar of a Cathedral, but also a period of service as a trooper in the Imperial Yeomanry during the Boer War, such service being recognized by the Queen's Medal with four clasps. This, however, is the record of the Rev. J. G. Bussell, M.A., who has recently joined the staff of Marlborough College.

THE important post of Director of Education to the City of Manchester, vacant by the death of Mr. C. H. Wyatt, has been filled by the appointment of Mr. Spurley Hey, Secretary to the Education Committee of Newcastle-upon-Tyne. Mr. Hey is forty-one years of age, and has had a wide experience of education in all its branches since he began as a pupil-teacher. There were nearly a hundred candidates, reduced first to eight, and then to four—Mr. Benchara Branford, Mr. O. Duthie, Mr. E. M. Rich, and Mr. Hey.

WHEN Matthew Arnold went on a lecturing tour in America, the comment on his first lecture, entitled "Numbers," in the *New York Herald*, was: "He lisped in Numbers, but the numbers came not." Mme Montessori, who lectured in Italian, has had a similar experience. It is reported that two enthusiastic parents had tramped for miles through the snow to learn the new gospel. Their zeal was damped when they heard the prophetess speaking in an unknown tongue, but revived when the showman who accompanied her proceeded to interpret. At the end of her first period he announced: "The lady says, 'Put the baby in the crib.'" Their hopes fell, and when at the next pause he added: "She says, 'Give the child my blocks to play with,'" they went away very sorrowful.

FROM a child's essay on Cats: "Don't teeze cats, for firstly, it is wrong so to do; and 2nd, cats have clawses which is longer than people think. Cats have 9 liveses, but which is seldom required in this country because of christianity. Arnt you glad that you belong to this country?"

THE International Guild, temporarily housed at Dr. Williams's Library for over a year, has so far justified the experiment of founding a London Branch that a permanent home has been opened at 3 Brunswick Square, W.C. The domestic arrangements allow for the reception of some dozen or more resident women students, English and foreign. The London Branch is under the direction of Miss E. S. Williams, B.A., niece of the Foundress and President of the International Guild.

SIR OLIVER LODGE was peculiarly happy in the reminiscent remarks with which he prefaced the lecture on "The Ether of Space" at Bedford College. He held one of his earliest Chairs of Physics at the College, and peals of laughter resounded from a packed students' gallery when they heard how closely guarded was the lecturer from entrance till he reached the platform at a time when the chaperon with her knitting was a conspicuous feature of the lecture room.

OUR attention has been called to a county court case in which a head master sued a parent for a term's fees in lieu of due notice of removal. The plaintiff was required to show not only that this condition exists, but that it had been brought to the notice of the parent. In this case it was proved that the defendant had applied to Messrs. Paton for a prospectus of the school, in which the condition was clearly set forth, and that one had been sent him. The judge ruled that this was sufficient evidence.

AT a meeting of the Council on February 23, Mr. James Shelley, B.A., was appointed Professor of Education at the University College, Southampton, in succession to Prof. Maxwell resigned.

THE thirty-sixth Annual Report of the Association of University Women Teachers records a year of steady work and progress. There has been an increasing demand for specialists with an Honours degree and, in particular, for qualified teachers of geography. Among the deaths, this year happily few, is that of Mrs. R. H. Taylor (*née* Margaret Shaxby), for two years Assistant Secretary, who since her marriage had given much active help in the Office of the Association. Miss Shaxby was a frequent contributor to these columns.

REVIEWS AND MINOR NOTICES.

The Cambridge History of English Literature. Edited by A. W. WARD and A. R. WALLER. Vol. IX: *From Steele and Addison to Pope and Swift.* Vol. X: *The Age of Johnson.* (Each 9s. net. Cambridge University Press.)

The period covered by Vol. IX is anything but a barren plain, but it may fairly be described as a tableland with no Pisgah heights. The four names that serve as a title have been well chosen to mark both the limits and the chief eminences. Steele and Addison have been entrusted to Mr. Harold Routh, a young lecturer in the Goldsmiths' College, who has written a sober, well informed essay, more exact than either Macaulay's Edinburgh review or Thackeray's lectures, though it does not pretend to the epigrammatic wit of the one nor to the genial humour of the other. The influence of the coffee-house is well brought out, but the picture would have been more effective had it been contrasted with its descendant, the modern club—had we been told the usual hours of meeting, the unwritten laws that governed it, the potations consumed, by no means confined to coffee. The falsity of Matthew Arnold's remark that Puritanism turned the key on intellectual progress in England for two centuries is well exposed. The literature of the coffee-house carried on the Puritan tradition of plain living and high thinking, and was a protest against the aristocratic exclusiveness and licence of the Cavaliers. We cannot agree with the definition of the short story, "a tale which suggests fundamental ideas or convictions," nor trace its genesis to the *Spectator*. The direct descendants of the *Spectator* were the monthly magazines, of which *Household Words* and *Chambers's Magazine* are the type, now read by millions who never look at a book, and the "middles" of the weekly and daily press. We should like to know what was the circulation of the *Spectator* and the *Tatler*; that of its successor, the *Rambler*, was 500.

The following chapter on Pope by Mr. Edward Beasley is disappointing. Of Pope, indeed, it is hard to say anything new, and most will agree with the final pronouncement—premier among poets of the second class. Pope's merits as a metricist seem to us greatly exaggerated. He is censured for imperfect rimes, but these are rare, and the fault is venial. On the other hand, he is praised almost unreservedly for the perfection and variety of his rhythm, but to our ear the cadence of his heroic couplets seems no improvement on Dryden, and on a par with the blank verse of Shakespeare's precursors. It is tantalizing for readers who cannot consult Courthope's standard edition to be told that many of his best lines are afterthoughts and corrections without supplying the first draft.

Swift towers a head and shoulders above his contemporaries in the first half of the century, and Mr. G. A. Aitken has done full justice to his subject. As he justly observes, Swift's writings cannot be appreciated apart from his *milieu*, and the first half of the essay is devoted to his life. His relations to Stella and Vanessa are delicately touched upon, and his marriage, undoubtedly a marriage only in name, is left an open question, of interest only to the antiquary. The conclusion is just and temperate. For sheer powers of mind Swift had no equal among his contemporaries. Of all he wrote, at least in prose, *mens agit mollem*; but it cannot be said of any that *spiritus intus alit*; the higher gift of spirituality is wholly lacking.

The chapter on Minor Poets is divided between two writers, and it will strike the reader as odd to find Prof. Saintsbury, who contributes the second half, quoted as an authority by Mr. Seccombe, who is responsible for the first half. To some, too, the reflection will occur that, if contemporary minor poets were treated on the same scale as Prior and his congeners are here, the British Museum would have to enlarge its borders.

We must hasten on to the chapter that more immediately concerns us, and can only glance at what intervenes. Dr. Ward criticizes Burnet as the historian and Bolingbroke as the political writer of the period. To the style of the latter, who has served as the model of later publicists and leader writers, he does bare justice. For writers of burlesques and translations, Mr. Charles Whibley was a happy choice, as was Prof. Sorley for Berkeley, the Deists, and Bishop Butler. Miss Spurgeon gives us a sympathetic study of Boehme and his English exponent, William Law. That Newton owed the germ of his three laws of motion to a study of Boehme will be news to many. Sir Richard Jebb's monograph on Bentley leaves little to be gleaned, but Mr. J. B. Duff has gathered up the fragments.

Prof. J. W. Adamson is better known as a writer on the method and practice than on the history of education; but the concluding chapter reveals not only what we knew before, his power of clear exposition, but also his wide research. We can best show the interest of the article by noting some of the curious anticipations that he has either discovered or brought into prominence. In Harrington's "Oceana" there is a plea for universal, free, and State-controlled education from the age of nine to fifteen. Petty, in his plea for *ergastula liberalia*, in which children should study "all sensible objects" before the three R's, and learn drawing and physical exercises, anticipates Pestalozzi and Froebel. Cowley advocated undenominational schools and the establishment of scholarships for poor men's sons to the secondary schools and the Universities. Defoe, far in advance of Lady Mary Wortley Montagu and the feminists of the day, would deny to women no sort of learning, and let them share all the studies of their brothers.

In Volume X the title-chapter, "Johnson and Boswell," first attracts our notice. Mr. D. Nichol Smith has strictly followed the Editor's prescript, "No flowers, by request," and we have a complete biographical account of Johnson's works and a critical estimate of their respective merits, with no purple patches. To his defects he is perhaps a little blind, excusing his purblind criticism of poetry and extolling "Rasselas" as a lesson on the vanity of human wishes, "never stated with more sympathetic knowledge, and enlivened with a greater wealth of aphoristic wisdom." We must still confess that the novel is to us unreadable. Full justice is done to Boswell, and we hardly think that his Works, apart from the Life, warrant five pages.

We turn, by way of contrast, to Prof. C. E. Vaughan's chapter on Sterne. Mr. Vaughan is a true Shandyan, and he knows how to make his readers share his own delight in the immortal "Life and Opinions." His protest against Thackeray, who sees in all that Sterne wrote a reflexion of the author's unedifying life and conduct, may be justified, but it savours a little of special pleading, and, as we read of "poor Marie," we cannot forget the philandering parson.

In Goldsmith Mr. Austin Dobson had a congenial subject, and his essay reflects the ease and grace of his author. "He contrived, even in his short life, to leave behind him some of the most finished didactic poetry in the language, some unsurpassed familiar verse, a series of essays ranking only below Lamb's, a unique and original novel, and a comedy which, besides being readable, is still acted to delighted audiences." We question the "didactic poetry," but otherwise there could not be a more perfect summary.

Fielding and Smollett are treated by Mr. Harold Child as "Parallel Lives." "Smollett's novels have more about them of the quarry and less of the statue." "The Pickwick Papers" derive directly from "Roderick Random," and it might be added that the influence of "Tom Jones" can be no less clearly traced in "Vanity Fair." Richardson has been wisely entrusted to Monsieur Cazamian, of the Sorbonne, for the influence of Richardson was greater and more lasting in France and Germany than in England.

Under Poetry the posthumous essay of Mr. Duncan C. Tovey on Gray is the most noticeable contribution. It sums up the results of a study to which a ripe scholar had devoted the best part of a lifetime, and the minute verbal criticisms

that are interspersed do not obscure the bold outline of the picture presented.

We could have wished that Collins, the natural pendant to Gray, had been treated in the same chapter, and not coupled with Young and the lesser poets. Not that Prof. Saintsbury fails to do justice to Collins. To him, as to Swinburne, Collins is pure gold, and the dross that we confessedly find in his poems belongs not to Collins, but to the age in which he wrote.

But, under "Belles Lettres," the chapter which impresses us most by its originality is Prof. Ker's, on "The Literary Influence of the Middle Ages." Through Dryden, Temple, Bishop Percy, Gray, the underground stream is traced till it burst forth in Ossian. The Macpherson controversy is put in a nutshell: "He had begun with a piece of literary artifice, a practical joke; he ended with deliberate forgery."

We have already exceeded our limit, and hope that the next volume may soon give us an opportunity to notice the historians, philosophers, and divines who occupy the concluding chapters; but we must pay a passing tribute to the masterly critique of Gibbon by the chief editor.

The bibliographies occupy exactly a fourth, or, allowing for the different size of type, more nearly a third, of the two volumes. To the work as a whole it has been objected that, however excellent the parts are, it is rather a collection of essays than an organic history of English literature; but this part is a *κρίμα ἐς ἀεί*. Other storeys will be added, but there need be no rebuilding.

England in the Later Middle Ages. By KENNETH H. VICKERS. With four Maps. (10s. 6d. net. Methuen.)

This volume completes the History of England in seven volumes, published by Messrs. Methuen under the general editorship of Prof. Oman. Editor and publishers deserve the congratulations and thanks of all students of English history. The series contains, in Mr. Davis's "England under the Normans and Angevins," a book which is in its way a classic among textbooks; and, in Mr. Trevelyan's volume on the Stuarts, a work of much literary value. The first part of Prof. Oman's opening volume and Mr. Grant Robertson's "England under the Hanoverians" are useful contributions to historical scholarship. Prof. Vickers has been entrusted with the long period between the accession of Edward I and the accession of Henry VII. He has an extensive knowledge of the original authorities, and has also acquired a large stock of interesting out-of-the-way material. He has covered the whole ground diligently, and has throughout been at extraordinary pains to write a full-balanced narrative. His notes and bibliography of contemporary sources will be useful to students; yet we cannot say that he has written a very good book. His use of authorities, if imposing, is often perfunctory, and his treatment undigested. His style is uncertain, at times terse and vigorous, at times hurried, confused, and almost unintelligible (e.g., in the account of Sluys and the campaign of Tournai, pp. 166 *seq.*). It is a pity that Mr. Vickers did not reconsider and recast his work, was not more ambitious in regard to arrangement and less in regard to matter, and was not sometimes satisfied to refer his readers to the authorities quoted.

Cyclopedia of Education. Edited by PAUL MONROE.

Vol. V: *Pol-Zwi.* (21s. net. Macmillan.)

We heartily congratulate Prof. Monroe on the completion of this monumental work, which dwarfs and throws into the shade all its British competitors. America naturally takes the lion's share, but the editor has enlisted on his staff some of the most distinguished English authorities, and we note among them valued contributors to the *Journal*—G. G. Coulton, J. J. Findlay, A. F. Leach, J. E. G. de Montmorency, and Foster Watson. Equally well known in England as in the United States are the editor himself, John Dewey, F. M. McMurry. Among the noticeable articles in this volume are those of Miss E. K. Adams on "The Higher Education of Women," a complete treatise; "Psychology," by G. M.

Whipple; with the subsidiary articles on "Physiological Research" and "Laboratory." Prof. Findlay treats of English Public Schools, and Mr. H. W. Ord, late Secretary of the Teachers' Guild, of the New Register. We note a slight slip at the end of the article. The ten committees are not of the whole profession, but of the Technological Section.

Ambidexterity and Mental Culture. By H. MACNAUGHTON-JONES. (Heinemann.)

Dr. Macnaughton-Jones in his practice as a surgeon found himself handicapped by his right-handedness, and by a strong effort taught himself to use the left hand in operation with equal facility, and he here pleads that all should be trained to be ambidextrous in their earliest years, when little effort is needed. Why the race is predominantly right-handed is still an unsolved problem. The explanation first, we believe, suggested by Bichat, that it is due to the position of the foetus *in utero*, still holds the field. Doubtless, convention and education have strengthened the original tendency, but these are only a subsidiary influence, and the most practical lesson we glean from the volume is the grave warning against the danger of employing violent means to cure left-handedness. The relation of the brain to the nervous system and the organs of sense is clearly expounded, and interesting cases are quoted, some from the author's own practice. On the other hand, there is much irrelevant matter. Thus we have a cloud of witnesses to the value of early manual training, among them Sir Charles Bell, who held that man is highest amongst animals because he possesses a *right* hand. There is a whole chapter on the Montessori Method to prove to the Dottoressa that ambidexterity is the one thing lacking in her system. Nor is the author strong in classical lore. "Boustrophedon," "Pythagorus," "rythm" (*passim*) are peculiar spellings, and we should like to know where "in the ancient classics the Scythians were described as a marvellously long-lived race." One delightful story of "unilateral psychopathic obsession" deserves to be quoted. "In the Cork Lunatic Asylum there was a woman whose delusion took the form that her left leg was Protestant and her right leg Catholic. So she insisted on keeping the former outside the bedclothes to punish it for its apostasy."

A Manual of Psychology. By G. F. STOUT. Third Edition. (8s. 6d. Clive.)

To begin with, this third edition has 736 pages as compared with the 616 of the first edition. But it is not a matter of mere increase in bulk. The book has been practically rewritten. Now to those of us who are familiar with the old edition, and have been in the habit of using it regularly, there did not seem any special reason for revision. It was probably the best textbook on the subject when it appeared, and even to-day one cannot feel that it was out of date. Yet when we compare this new edition with its predecessors we find cause for great satisfaction. Prof. Stout has no need to withdraw from his former positions, and as a matter of fact he does not; but he has felt that in a textbook it is necessary to give such a presentation as will meet with the needs of the student for a presentation of the prevalent points of view, and so has given "prominence to the arguments of recent writers who champion the theory of Interaction as against Parallelism." He is now prepared to admit that he is here dealing with an open question, though he sturdily adheres to his own personal preference for Parallelism. What one admires about the new edition is that there has been no change made for the mere sake of change. It was necessary, no doubt, in the subjects of Attention and Instinct to bring the text up to date, since so much has been recently done in connexion with these subjects, work in which Prof. Stout has himself had a chief share. Good as we all thought the old editions to be, we are driven to confess that this is better. We are confident that this edition will maintain the position of its predecessors as one of the best textbooks on the subject in the English language.

The Political Philosophy of Burke. By JOHN MACCUNN, Emeritus Professor of Philosophy in the University of Liverpool. (5s. net. Edward Arnold.)

Prof. MacCunn has given us, in this not very capacious volume, a very clear and very complete account of Burke's political opinions. It is perhaps more correct, in a sense, to say "opinions" rather than "philosophy," because speculation as such was anathema to the great orator. Nevertheless, just as it has rightly been said that no man can deny the existence of a science of metaphysics without committing himself to a metaphysical theory, even so Burke, in denying the legitimacy of abstract speculation as a rightful method of approaching political problems, was himself formulating a speculative theory. The outcome of it, as Prof. MacCunn points out, is that Burke was the first to abandon the

contract theory of his predecessors, and enunciate that view of society as an organism which was characteristic of the century which followed him. If there is a fault in the present work, it comes not so much from any mistake on the author's part as from the nature of his subject-matter. We seem to encounter the same ideas over and over again in different disguises, and the reason is not far to seek, for Burke was a man whose ideas, if prolific, were simple and few in number. That civil constitutions are natural growths, and cannot be suddenly destroyed or radically altered without doing violence to nature, is one of them; and the other is that the basis of the State is religious, and civil obligation is rooted in religious obligation. It is true enough, no doubt, that a nation is a creature of habit no less than a human being, and we cannot change our habits at all times of day without great loss to our power of work and clearness of purpose. But what Burke did not see is that, just as a great crisis often causes revolution in the ways of some one man, accompanied by a complete conversion of heart and mind, and by a no less complete change of habit and choice, the same upheaval may at times be just as necessary and just as healthful in the life of a people. The drawback is that such a revolution is in either case accompanied by symptoms of fanaticism, and this is unpleasant. If we take off our clothes in the public street, the world at large will be shocked. Moreover, Burke could never see how the seeds of true citizenship might lie in quite humble ground. He thought, truly, "that ordinary men are creatures in whom feeling, habit, and even prejudice, are apt to be stronger than reason"; "that they are quicker to feel grievances than to find remedies"; but this is rather an argument why ordinary men should not sit in deliberative assemblies than why they should not act as electors to the same.

The comparison between the one disability and the other is still too often made—for instance, in the arguments about Women's Suffrage, and probably we suffer more from the defect of our representatives being too "ordinary persons" than because those who send them to the House of Commons exhibit the same quality. The choice is too limited. Prof. MacCunn puts this well: "If an artisan or a peasant have principle enough to be a good father, a true friend, a helpful neighbour, a capable workman, and law-abiding subject, the presumption is in favour of his becoming likewise a reasonably good citizen, if opportunity to prove his quality be given him." It is too often forgotten that the capacity for and test of good citizenship is as much, if not more, moral than intellectual. On the religious point, subsequent philosophy has confirmed Burke's opinion that the State has a religious sanction. If the upholders of Divine Right had ascribed it to the State rather than to the person of any particular ruler or line of rulers, the Whigs would have had no quarrel with them. But here again, in his view of religion in its relation to the State, Burke failed through refusal to push a theory to its logical conclusions. Dogmatic to a certain point, he then becomes weakly inductive, even to the point of opportunism. For to say, as he does, that "Dissent not satisfied with toleration is not conscience, but ambition" is to support a prejudice by a sophism rather than to place religious toleration on a philosophical basis.

Out of the Dark. By HELEN KELLER.

(5s. Hodder & Stoughton.)

This is a collection of addresses and articles of Miss Keller, which have appeared in various magazines at different dates. That there is a good deal of repetition is therefore not surprising, and we should have preferred it if Miss Keller had written a fresh book from the old material. As it is, the volume may possibly not receive the notice it deserves. All Miss Keller says of the prevention of blindness, of our duties to the blind, of what the blind can do, and of what should be the training of a blind child, is worthy of close attention. She pleads very rightly that the blind from earliest infancy should be treated as far as possible as normal persons, and should not be relegated to corners, to lead a sedentary and idle existence. She says of the blind child, "after all, the whole difference between the training of a blind child and one who sees lies in a little extra effort," and she goes on to show how much the blind child may participate in ordinary home life, if only parents will make this extra effort. Further she writes, "the heaviest burden of the blind is not blindness, but idleness, and they can be relieved of this greater burden," and "it is not blindness, but the afflictions that accompany it and result from it, that make the blind miserable and inefficient." Many philanthropic people have tried to amuse the blind, but, in America at least, it is only just beginning to be realized that the truest charity is to make them self-supporting and self-respecting members of the community. "What the blind workman needs is an industry that will enable him to produce something that people will buy, not out of pity for him, but because it is useful or beautiful." That consideration of the blind and the deaf should lead Miss Keller on to the study of wider social problems is natural. Mrs. Humphry Ward and her followers

might read with profit her views on the suffrage. But the article "How I Became a Socialist" is merely a chronicle of reading pursued, and a protest against over-hasty newspaper pronouncements. We cannot think this at all worth publishing in permanent form, and incidentally we may remind Miss Keller that abuse is no argument. One or two other articles are of purely topical interest, and this padding detracts from the genuine value of the book.

Essays and Studies. By Members of the English Association. Vol. IV: Collected by C. H. HERFORD. (5s. net. Clarendon Press.)

The volume for 1913 fully maintains the high standard of scholarship and literary ability set by Mr. A. C. Bradley in 1910. The drama is the principal subject treated. The first study, modestly entitled "A Note on Dramatic Criticism," is an exhaustive review of the various theories of critics, from Aristotle to Sarcy, on the relation of the playwright to the stage. There is, it appears, in one of the largest American Universities a "Dramatic Museum" filled with theatrical *bric-à-brac*, but without any collection of plays. This furnishes Mr. Springarm with a text for admonishing the playwright: "Don't think about your audience; that is the best way of serving it in the drama." "The play's the thing," and Mr. A. R. Skemp contributes a highly appreciative review of Mr. Galsworthy's plays, and Mr. G. P. Baker a defence of Marlowe's dramatic technique. Of the remaining articles the most noticeable are "Platonism in Shelley," by Mr. L. Winstanley, showing how Shelley combined, and in part reconciled, the apparently conflicting strains of French revolutionarism and Platonic idealism; and "English Prose Numbers," by Prof. Elton, a study of English prose rhythm on the same lines as Prof. Saintsbury, but with a different notation and different results.

The Pageant of British History. By E. M. WILMOT-BUXTON (1s. 6d. Methuen.)

Miss Wilmot-Buxton has conceived the idea of telling the story of Great Britain in a series of pictures, and the plan is a good one, for it displaces the unnatural method of subdividing into "kings." Though this book, which can be used as a textbook or reader for children of eleven to twelve years of age, is an improvement on the usual history manual, yet there are signs that the author is not quite freed from the conventional trammels of history teaching. e.g. half a page is given to the whole subject of the Crusades, and a whole one to the Battle of Crécy; and there is no mention of the mightiness of India's religion and literature. The style is dramatic and the pictures are chosen well.

Proceedings of the Fifth International Congress of Mathematicians. In 2 vols. (30s. Cambridge University Press.)

Any general discussion of the material in these two volumes is here impossible, but the attention of teachers of mathematics should be drawn to the exceedingly important communications embodied in Section IVB of these "Proceedings." The first paper, by Prof. Hill, on "The Teaching of the Theory of Proportion," contains a simplified, but rigorous, treatment of the material in Euclid V, and affords a sound introduction to the study of irrational numbers. The fourth paper, by Prof. Nunn, on "The Calculus as a subject of School Instruction," is comparatively short, but full of inspiration. The report upon the mathematical training of the physicist is of considerable value, not only in itself, but because so many great mathematicians join in the following discussion. The concluding pages, however, will be of most general interest. These pages contain a report upon intuition and experiment in mathematical teaching in secondary schools. This report is the result of investigations carried out in Europe and America, and should form a valuable basis for further discussion.

The Age of Machinery. By ALEXANDER HORNE. (1s. 6d. Blackie.)

Mr. Horne has adopted the best method in dealing with his subject, and has produced a book that is no dry-treatise, but full of living interest for the boy who likes machines. The origin and uses of many machines, from the early implements of the Stone Age to the electric trams and aeroplane, are described without too much detail. The human interest is retained by treating the subject historically and by the occasional introduction of an anecdote. As a technical reading book in schools or as a gift book it is excellent.

A First Course in Projective Geometry. By E. H. SMART, M.A. (7s. 6d. Macmillan.)

This work is intended for the use of students who have read the substance of Euclid I, xi, and who desire some introduction to the properties of the conic before proceeding to the study of the more advanced works on modern pure geometry. While all teachers agree that the projective methods afford the most natural and the most powerful means of attacking geometrical conics, yet practically

every writer on projective geometry has assumed higher attainments on the part of his readers than those possessed by the average undergraduate, with the result that the methods of projection have been regarded by most students as auxiliary rather than principal. The present volume may be regarded as an argument for using the methods of projection from the beginning. It is essentially elementary in character, and no use is made of imaginary elements or of involution, the foci of a conic being defined by means of orthogonal conjugate lines. At the same time, a considerable amount of ground is covered, and the theorems demonstrated include all those conventionally regarded as belonging to elementary geometrical conics. The presentation is very clear, and, although this work is in quite a different class from the average examination textbook, it forms a most efficient guide to students preparing for such examinations as the Final Pass examinations of London University.

The Principles of Projective Geometry applied to the Straight Line and Conic. By J. L. S. HATTON, M.A. (10s. 6d. net. Cambridge University Press.)

This book is written for advanced students in mathematics who, having mastered the usually read books of Euclid, wish to proceed to an Honours degree. The work will, however, prove equally valuable to the less ambitious student, for it treats of a subject—projective geometry—which has hitherto been dealt with satisfactorily only in formidable and, except to the trained mathematician, unattractive treatises. The chief properties of the line, circle, and conic are deduced from a number of fundamental theorems of projection, and the book ought to do much to stimulate interest in pure geometry, which is too often neglected in favour of analytical methods. The publishers have done their work admirably, and the book is well and clearly printed—a feature of considerable value where intricate diagrams and symbols are constantly employed. Owing to the large size of the pages the diagrams and their associated letterpress are almost always to be found in the same opening, so that the annoyance of having to turn back is avoided. The book may be warmly recommended to all mathematical students who intend to proceed beyond the London University Intermediate standard.

Higher Algebra. By W. P. MILNE, M.A., D.Sc. (7s. 6d. net. Arnold.)

This textbook marks a distinct advance in the teaching of higher algebra. It is something more than a mere collection of isolated chapters, and it is thoroughly honest. No attempt is made to gloss over difficulties in order to give the reader a false sense of progress. Perhaps the most distinctive section of the book is the second chapter, which contains a very careful discussion of irrational numbers, and the student who makes a detailed study of these pages will acquire ideas of the utmost value in the further study of mathematics. At the end of each chapter there is a large collection of modern examples, drawn chiefly from recent Cambridge examination papers, and at the end of the book there is an excellent set of four hundred miscellaneous examples. In a second edition it might be advisable to spend more time over the presentation of Vandermonde's Theorem. Cayley's proof, as given on page 183 (and in all the textbooks with which one is acquainted), though comprehensible to an Honoursman, is too condensed for the ordinary student, and as the result of experience one finds it necessary to introduce the theorem by subsidiary propositions. We have encountered only one misprint (page 373), and the diagrams are well done. Altogether a good sound piece of work.

British Painters: their Story and their Art. By EDGUMBE STALEY. With 24 Plates in Colour. (5s. net. Jack.)

We may say without offence to the author that the art is better than the story, the illustrations than the text. The coloured plates printed on detachable cards, and ranging from Constable's "Cornfield" to John Sargent's "Children with Chinese Lanterns," are well reproduced and give a fair notion of eighteen eminent artists; but the text is discursive and does not distinguish indigenous from foreign and imported art, or establish the thesis propounded in the Preface, that "the British are supreme as a tasteful and artistic people." Mr. Staley's views of history are peculiar. Mary bore a "stainless character," though "her story is pictured in tones of grey, and red, and black." Elizabeth was a "fatuous figurehead," in whose reign art flourished, though she can take no credit for it. The style, too, is somewhat pretentious and sometimes incorrect. "His work, in every media, appears to be thistledown-dusted with prismatic colours. . . . The gossamer veil of Whistler was assumed by John Singer Sargent. . . . The unnatural aversion to painting in churches, in which the mass of the people had been hypocritically inculcated." Those who have recently seen the exhibition of Blake's work at the Tate Gallery will resent the contemptuous notice on page 250.

Highroads of Literature. Book V. (1s. 8d. Nelson.)

This is a reader that a boy or girl will be proud to possess.

Print, paper, binding, and, above all, the illustrations after famous pictures, will all prepossess him in its favour; and the contents will not belie the appearance. It will need no compulsion to make him read "Gulliver's Travels," "The Pilgrim's Progress," or "Robinson Crusoe," or, if he has a spark of poetry in him, "The Deserted Village" and Tennyson's "Morte d'Arthur." Indeed, Dryden's "Fire of London" is the only extract we should distinctly bar. We do not see much use in the exercises at the end. Each teacher should make them for himself. Lists of prefixes and suffixes to be learnt by heart are a snare. The Greek *amphi* does not mean "both or two." "Words which have the opposite, or nearly the opposite, meaning are called *antonyms*" (read *antonyms*) is a survival from the old grammars.

Cambridge Poets, 1900-1913. An Anthology chosen by AELFRIDA TILLYARD. (5s. net. Cambridge: Heffer.)

Sir Arthur Quiller-Couch, who contributes an Introduction, maintains that, if good poetry be worth writing, the attempt to write it must be worth something. Whether it is worth publishing is another matter that Sir Arthur leaves to the reader, contenting himself with welcoming this "small but sufficient volume" as proof that the poetic impulse is still strong in a University which is justly proud of its roll of poets. Among the thirty-eight young poets—eight of them women—we can point to no bright and particular star, but there is much promise and some fulfilment. Sir Arthur warns the younger generation of the tendency of modern lyricists to subjectivity. They have not learnt to purge the personal and re-clothe it in a form that appeals to the general. This may be a just criticism, but it is the last that a perusal of this anthology suggests to us. The prevailing weakness is rather vagueness and mysticism. There are scarce any *vers d'occasion*, and we welcome the lines to Grantchester written in Berlin, which remind us of Clough and the ghost story of Mary Ford and Jimmy Price; and we wish that we had space to quote "An Impression," by Harold Monro. There are others in the volume *non spes sed res*.

Anthology of English Verse. With Introduction and Glossary by A. J. WYATT and S. E. GOGGIN. Second Edition, revised and enlarged. (2s. 6d. Clive.)

The Copyright Act of 1911 has enabled the editors to add specimens of Meredith, Swinburne, James Thompson, and other recent poets. In the next edition we may hope to see Rudyard Kipling, William Watson, and the present Poet Laureate represented. The introductions prefixed to each poet are models of conciseness and precision. We doubt whether a glossary is the best form of annotation. Thus it fails to explain Spenser's "Ægloge," Herrick's "Triple Tun," and Praed's "Poonah-painting."

"Cambridge County Geographies."—(1) *Northumberland.* By S. RENNIE HASSELHURST. (2) *Merionethshire.* By A. MORRIS. (1s. 6d. each. Cambridge University Press.)

The two latest volumes of this series, which is nearing its completion, fully maintain the reputation that it has won among teachers. Geography is wisely interpreted in its widest sense as including not only topography and geology, but antiquities, ethnography, local history, and economics, and both the photographer and cartographer have been called in aid. Mr. Haselhurst is a specialist in geography and a teacher of wide experience. His account of the geological formation of Northumberland is full and clear, as is the physical map, but the colours of the geological map are not always distinct. The Roman Wall has, as it deserves, a chapter to itself, fully illustrated, and the researches of Bruce, Hulton, and John Clayton have been well digested. Some reference might have been made to the latest investigations of Pelham, Haverfield, and George Macdonald. The remarkable diagrams showing the changes in population and culture deserve a word of commendation.

"Merionethshire" will appeal to a narrower circle, and we wish Mr. Morris had condescended, for the sake of his Saxon readers, to give a few hints on Welsh pronunciation. Roman remains are scarcer in the county, and it was scarcely worth while to reproduce the "common forms" of prehistoric man. He has no doubt that the famous "Roman Steps," of which there is an effective photograph, were constructed by the Romans for the conveyance of mineral ore, but he does not solve the difficulty that they lead no whence and no whither. There is a useful section on Natural History (overlooked in "Northumberland"), and we may claim Mr. Morris as a brother of the gentle craft. "Shell Island" deserved a sentence.

A First English Grammar. By the Rev. JOHN E. W. WALLIS. (1s. G. Bell.)

This junior English grammar "embodies the recommendations (Continued on page 178.)"

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The Schoolmasters Yearbook and Educational Directory, 1914. (12s. 6d. net. Yearbook Press.)

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The London Matriculation Directory, January 1914. (1s. net. W. B. Clive.)

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(Continued on page 180.)

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A Treatise on Chemistry. Vol. II: *The Metals.* By H. E. ROSCOE, F.R.S., and C. SCHORLEMMER, F.R.S. Fifth Edition. (£1. 10s. net. Macmillan.)

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IDOLA LINGUARUM.

I.—ENGLISH GRAMMAR.

By Prof. J. W. ADAMSON.

"IT will be proved to thy face that thou hast men about thee that usually talk of a noun and a verb, and such abominable words as no Christian ear can endure." The commentators, being themselves much akin to the grammarians, understand this and similar denunciations found in "Henry VI" as intended to mark the abysmal ignorance of Cade and his friends. The plain man, recalling his own schooldays, is disposed to believe that the Stratford school-boy is here "getting back some of his own" from Lily and the schoolmasters. The offence of Saye is not that "noun" and "verb" sometimes disguise his meaning, but that he, or the grammar masters whom he has brought into practice are habitually troubling the plain man with uncouth and unnecessary terms.

In the nature of things, Cade was not strong in historical studies; had it been otherwise, he would have known that the pedantry which offended him did not originate with Lord Saye's schoolmasters, but was at least as old as the Donat. Most probably it is as old as the grammarian himself; whether or not, it had enjoyed a prescription of some eleven centuries when the Kentish men made their complaint. English writers on grammar, who belonged to the generation following Cade's, honestly desired to reach the intelligence of the schoolboy, and their books show that they were more successful than their predecessors in this respect. But, even these more sympathetic persons continued to offend "Christian ears" with inkhorn terms which represented hair-splitting and the titling of mint and cumin. "Of nouns, some be propre, some appellatyf, some substantyf, some adjectyf, some interrogatyf, some demonstratyf, some reddityf, and some relatyf." "There be many significacions of adverbis," says John Holt, and thereupon

specifies no less than thirty-three different sorts of adverbs. All these distinctions and their several names occur in "Lac puerorum, Mylke for Children," a book which greatly lightened both the toil *and the pain* of the schoolboy contemporary with Cade's grandchildren.

It is true that the little sufferers in whose behalf Stanbridge, Holt, Colet, Lily, and others laboured, owed their troubles to the grammar of the Latin tongue. But the pleasure which some minds find in minute classification and in the making of a technical language ("such abominable words as no Christian ear" can tolerate) is a pleasure to be derived from any language, if only the extractor be perverse enough. Consequently, illustrations abound in textbooks of English grammar written yesterday or to-day. As a test, try their treatment of the adverb, "the general sink of grammarians," as one of the guild expressed it long ago.

The truth seems to be that the grammarian's temperament, type of intelligence, or both combined, dispose him to over-subtlety, and an excessive fondness for form, where words are concerned; to indulge his fondness he is ready, like the medieval schoolman, "to find knots in a bulrush," and, generally, to believe that terminology and classification are their own sufficient reason. The critics of the schoolmaster have always alleged that he overvalues form—or rather, thinks too cheaply of the time and labour which are necessary in order to make form anything more than an empty phrase. The criticism is to-day taken to heart by the criticized in a mood more chastened than perhaps has ever been exhibited by their professional forbears. Even so, English grammar is still often taught as a purely formal study, a discipline or training which is an end in itself.

It used to be said frequently, perhaps still is occasionally said, that English grammar is the Logic of the English elementary school. But what Logic? Is it to be the arid, formal, squirrel-on-a-wheel kind of study which expressed the decay of Logic itself, or the type which is richly concrete and full of life, just because it is followed, not as pure form or an end in itself, but as a study and a criticism of the method by which knowledge is attained? Modern Logic does not encourage the drawing of distinctions merely for delight in the exercise, and it is as severe as the old in condemning cross-division, ambiguity, and similar fallacies, in which, nevertheless, the teaching of English grammar sometimes abounds. It may be said of Grammar, as John of Salisbury said of Logic, that, while it may be used to facilitate other studies, "if it be solitary, it lies bloodless and sterile, nor can it fertilize the soul to bear the fruit of knowledge, if it conceive not from another."

Grammar, the science of language, is associated inseparably with the corresponding art, the full expression of meaning, whether in writing or by word of mouth. True, this art is not acquired primarily through grammar; neither does the swimmer attain equilibrium by means of the purely theoretical study of hydrostatics. But, directly learning to speak passes beyond the casual, imitative stage (essential as that stage is), and, immediately systematic study of expression begins, general terms and general principles either challenge the learner's attention or facilitate his task. Forbid a teacher of composition the use of grammatical terms, or reference to general principles of language, and his work is enormously increased, if not made impossible. If grammar in this sense did not exist, the teacher of rhetoric would have to invent it. As a fact, he did invent it; men had no use for grammar until they became students of the art of expression. That fact both exposes the function which English grammar should discharge in English schools, and conveys a warning against the possibility of its misuse.

A vernacular grammar is taught as an auxiliary to the teaching of composition in the native language; it confers other services, but this is the reason why it has a place in the curriculum. As a mere matter of convenience, "noun," "verb," "adjective," are necessary to the teacher of language, spoken or written; anything less concise than their employment would be an intolerable waste of time. But the true justification for using any term is that it conveys a

precise meaning, expresses an idea which otherwise would elude attention; and the teacher of grammar will consider before he introduces a grammatical term whether the underlying idea is fruitful in the practice of composition. A terminology so chosen and consistently applied will in the end confer a habit of scrutinizing language, an attitude of mind which must be acquired, if the art of composition is to be mastered. This is no small claim on behalf of any kind of instruction to rank as a discipline; if that claim is made good, the teacher of grammar may rest content.

The point to secure is, not the multiplication of terms, but the apprehension of function. "What is the use of this word, or phrase, in speaking and writing English? How does its employment affect the expression of meaning?" These questions cannot be answered apart from the study of sentences; and sentences are the stuff upon which the little child from the first exercises his wits when learning to talk. His curiosity to learn names—that is, single words—is a mere incident, which must not obscure the fact that he himself uses sentences, the verbal equivalents of judgments, although the mere grammarian may see in them only "nouns," "verbs," "interjections," together with tones, gestures, grimaces, which, happily, have not been reduced to a generally accepted classification.

If the sentence be the unit of language and the pupils are competent to make sentences, it would seem that a study of "the eight parts of speech" is not one for absolute beginners. It is indeed a very ancient example of that premature introduction of the formal which is the very Mephistopheles of the schoolroom, always tempting the teacher to take the less excellent way. It is pretty generally agreed amongst observers of children that they learn most quickly and most effectively when they make their own analysis of whatever is to be learned. But the "eight parts of speech" are an analysis ready-made, elements, not combinations discharging actual, concrete functions. They are dead bodies under a glass case, which may be made interesting in exceptional circumstances; but the child will learn most about them if he is made to note their behaviour when alive in true speech.

So far, then, Jack Cade appears to be a sound theorizer. Instead of troubling the beginner with "noun" and "verb," we should invite him to examine the structure of sentences and the several functions of their parts. So great is the tyranny of "the abominable words" that even those teachers who begin with "analysis of sentences," yet propose for earliest examination such unreal "sentences" as "birds fly," "dogs bark," "fishes swim," these being clumsy contrivances for insinuating "noun" and "verb" at the very first opportunity. If a little child ever utters so trite a judgment as "dogs bark" on his own initiative, then he *means* very much more than the two unaided words can convey. "Hark, how angry are those barking dogs!" "Dogs don't talk, or shout, or neigh; they *bark*." But "dogs bark"—never!

The first lessons in a vernacular grammar are examinations of the structure of simple but natural sentences, such as children actually use in conversation. Attention at first is focused upon predication, the assertion being the very heart of the sentence, as it is of the judgment itself. Being in no fear of Cade, then dead for a generation past, Stanbridge states the rationale thus: "What is to be done when an englysshe is gyven to be made in latyn? Fyrst the verbe must be lokod out & If there be moo verbes than one in a reason [judgment, sentence] I must loke out the pryncypall verbe." The procedure holds for English, French, German no less than for Latin. With the predicate the subject will naturally be associated; the modifiers of these two essential members of the sentence are easily recognizable, whether they be adverbs, adjectives, or participles, and whether they be expressed in single words or in phrases.

When these four constituents of the sentence (viz., predicate, subject, modifiers of the predicate and of the subject) are understood in such a way that the pupil can note their employment in his own speech, the more difficult relational constituents, namely the preposition and conjunction, may be introduced in the same manner, that is, as embodied in the actual language used by the pupil himself. When the scheme

of the sentence is thus far familiar to the learner, he may turn his attention to single words; "parsing" is now intelligible, and the rules of syntax are appreciated. The "parts of speech," instead of being reserved for separate treatment, emerge at different stages of the analysis. For example, a predicate always contains one outstanding, asserting word, *the* word, or *verbum*, of the sentence; the subject is commonly a name, or a word which takes a name's place, noun or pronoun. These also appear in the predicate; and the exact relation between verb and noun, or noun and noun, is expressed by a preposition. Similarly the conjunction shows the relation between sentence and sentence, or word and word. Predicates and verbs, subjects and nouns, are modified in meaning by the use of adverbs and adjectives and their like.

The actual analysis, or dismemberment, of sentences may be carried far with the minimum use of technical terms; indeed, the aim should be, at first, paucity of terminology. The premature use of such a term as "adjective" or "adverb" may obscure the idea underlying the term itself, so that a child fails to recognize the identical function of an adverb and an adverbial phrase. Usage makes it possible for the German teacher to employ terms which are self-explanatory, and Holt, four centuries ago, used such terms as "the showing mood," "the asking mood," "the bidding mood," and so on. But there is an obvious economy in a technical term, once it is clearly understood, and the task should be to secure this understanding as soon as possible. The process is materially shortened, and the grammatical conceptions are more fully appreciated, when the analysis of sentences is made in a graphic form which at a glance displays the relation of one member of the sentence to another. Whatever scheme of analysis is adopted, it should have this merit in the first place, and, secondly, it should be elastic, easily changed in accordance with the structure of individual sentences, yet preserving a general stability of plan. It is to be regretted that the scheme in general use possesses none of these advantages, its very stability being of the unadaptable, wooden kind. A scheme which appeals to the eye has the additional merit that it can be used with the minimum of technical terms, if the teacher prefers to employ these very sparingly. But the teacher of English grammar, being also *ex hypothesi* the teacher of English composition, will certainly habituate his pupils in grammar to a terminology full and precise enough to be helpful in directing and correcting their composition.

The analytical study of the sentence not only serves as an auxiliary to rhetoric; it has a part to play in the lessons on literature. Most of the exercises which are intended to ensure or to discover the pupil's understanding of a classical author may be replaced by grammatical analysis. A boy who can exhibit the relation of the several parts to each other of a sentence in "Paradise Lost" has, at least, a grip over the general sense of the passage; inability to analyse the passage into predicate, subject, and their "modifiers" is a token that such an understanding is wanting. It is the exception, not the rule, that failure to comprehend is due to the presence of one or two unfamiliar "hard words"; the whole frame and intent of the passage really constitute the pupil's difficulty.

Teachers of English grammar are in substantial agreement that the beginning of grammatical study lies in the analysis of sentences. If this agreement is based on sound principles, it should apply also to the teaching of a foreign grammar—Latin, Greek, French, or German. Every teacher of these languages knows the trouble experienced by the learner in grappling with dependent sentences, whether in composition or in translating. A slavish adherence to the grammar book allows many a teacher to be content with instilling a variety of rules to meet particular cases, the number of the rules constituting one more difficulty. Yet some of the rules would be superfluous, and all of them would be more instructive, if it were the normal procedure for the pupil to analyse his sentences. If a graphic scheme were used for the purpose, the loss of time would be very small. The rules about concord and agreement generally scarcely need formulating

for a boy who is practised in noting the functions discharged by words and phrases in the sentence.

It may be argued that in the case of highly inflexional languages there is no need for sentence-analysis; every word bears its own label in its inflexion, which earmarks it for the duty of the moment. But the pupil must understand *why* a particular inflexion, and not a different one, must be used in the particular instance; and to achieve this understanding he must survey the sentence as a whole. If the pupil's vernacular is almost destitute of inflexion (as in English) whilst the language he is learning is rich in such forms (as in Latin), then the advisability of proceeding by way of analysis is all the greater.

Still, it is not surprising that the teachers of highly inflected languages like Latin and Greek adopted "parsing" as the fundamental form of grammatical exercise the inflexions themselves invite it, and inflexions confront the learner from the beginning. The school being one of the most conservative of human institutions, it was only to be expected that the traditional plan of teaching Latin grammar would be adopted, without change, for the teaching of English grammar. Hence the persistent, yet inappropriate, employment from the outset of parsing and of those terms which vexed the ears of the Kentish comrades. Parsing, that is, the consideration of the functions of single words, in any effective form is only possible when the main structure of sentences is clearly apprehended. Until that stage is reached the pupil can give only casual attention to individual words.

The kind of teaching here adumbrated is necessary for all pupils, whether they are to learn or not to learn other tongues than their own. The purely English scholar needs it as an auxiliary to the study of English composition; the English child who is about to study a second language needs it for the same purpose, and also for an introduction to the science of language in general, a "feeling" for which can scarcely be cultivated without reference to the vernacular. Bearing this second kind of pupil in mind, is it possible to maintain the paucity of technical terms which would suffice if the only language in view were, like English, relatively very poor in inflexions? Clearly, it cannot; the inflexions must be named.

On the other hand, whatever terms are employed as common to the vernacular and the foreign tongue, they must not sacrifice the idiom of one of these for the sake of the other. Common terms must honestly represent common conceptions. And in every case the layman is advised to suspect the grammarian's readiness to revel in a welter of technicalities; history shows this to be the badge of all the tribe. Economy of terms would be secured if it were agreed that, so far as single words go, special names should only be bestowed where the words themselves vary in form or inflexion. No inflexion, no technical term. This rule would sanction the phrase "optative mood" in Greek, but disallow it in English, since the latter expresses an aspiration by a periphrasis, not by an inflexion; it would recognize a subjunctive mood in English ("If I *were* going," as against "I *was* going"), but not a potential mood. It may be expedient to introduce a new term, for the sake of clearness, but any addition to the technical vocabulary is to be deprecated. It is a pity that the Joint Committee on Grammatical Terminology thought it necessary to replace the long established "compound sentence" by the names "double or multiple sentence." Writers on English grammar, at least, are fairly agreed to connote the interdependence of two or more sentences by the term "complex," whilst "compound" implies independence. The terms are applicable to other languages than English, and the distinction between the notions "compound" and "complex" is more than conventional. The Committee's desire to secure "compound" for service in "compound prepositions" ("because of") and "compound conjunctions" ("in order that") is merely the cropping up of the old, unregenerate Adam. The unsophisticated person would mark these locutions as "prepositions," "conjunctions," or, at the most, as "prepositional or conjunctive phrases." What is gained by the additional designation?

Unwillingness to add needlessly to "terms of art" rules out the meaningless "objective case" and the superfluous "possessive case," which have become stereotyped in English grammars. The boy who is to learn not only English, but Greek or German, will be helped by using the venerable "genitive"; the boy who will learn no foreign tongue suffers no loss by substituting the same word for "possessive." Indeed he will profit by the exchange if the terms are applied in respect of form rather than meaning.

The pointless name, "objective case," obscures the fact that the English dative survives in the pronouns "him" and "her," and that this ancient dative also discharges the office of an accusative now obsolete. The distinction between these cases is not only highly important from the standpoint of function. It exists and demands attention in such idiomatic sentences as "I gave *him* a book," "they threw *her* a bouquet." Ignoring alike the idiom and the function of the dative, which is found in all languages generally taught in schools, some describe "him" and "her" in these sentences as "in the objective case governed by 'to' *understood*." As a matter of fact no Englishman ever feels any need to "understand to" in such cases; it is a grammarian's subterfuge. Both in the interest of parsimony of terms and the recognition of a fundamental linguistic idea, "objective" should be suppressed and "accusative" and "dative" regain their rightful places. This would involve in English grammar the use of a convention that all prepositions "govern" the accusative. Apart from the fact that such a convention states a tendency historically observable in the Western tongues, it should be no more disturbing than the existing practice of making all prepositions "govern" the objective.

In sum, English grammar is taught in order to ease the teaching of English composition; it does this best through that attention to function which is required by the analysis of sentences. "Terms of art" should be sparingly employed, and never employed except to mark facts of a language of which a writer must take account. It is of consequence to retain such terms in English teaching as associate the vernacular with cognate languages taught in schools, provided the terms have an intelligible application to modern English. If terms are grounded upon convention only, then there is an advantage, and no real loss, on the whole, in adopting those conventions which are accepted with reference to other languages, rather than the conventions that are limited to the vernacular. In days when the teaching of language is menaced with curtailment or abolition, legitimate economy of labour is imperative upon all its friends.

A SUGGESTION ON HOMEWORK.

By P. SHAW JEFFREY.

THERE are two varieties of homework—apart from the natural division into good and bad—namely, the boarding school variety and the day school product, and these have many points of difference.

To begin with, in the larger boarding schools a great deal more time is available for preparation than in day schools, often as much as three hours or even longer, so that for this class of school about 50 per cent. of the entire working hours of the week are devoted to private work.

Under these circumstances it is possible and natural that every master should set homework on every lesson he gives and for this reason probably there is little or no organization, but every man's hand is against his fellow, and the greatest martinet among the transfigured band of teachers gets the best weight for his pound of flesh. It is inevitable that the pupils should sometimes suffer in the struggle, and it seems also inevitable that work done in preparation under such conditions should be accepted, as far as written work is concerned at any rate, when the level of neatness and carefulness is distinctly bad. It is hard to refuse badly written work from a

boy who tells you "I had such an awful lot to do for Mr. Black, sir, and such a tremendous lot of rep to learn for Mr. White, sir, that I *had* to do yours, sir, in a hurry, sir." The mischief is that the same excuse is valid and available not only for oneself but also for Black and White as well, and as a result all the boys' work becomes more or less inferior, though ferocious Mr. Black may get a better sample than pleasant Mr. White. I think that it is to this want of organization in preparation work that the slovenly writing of so many boys and men is due. There are even scholars of eminence who pride themselves on an illegible handwriting just as there are some who seem to prefer to be ill brushed and badly dressed, but surely this is inexcusable; it is often indeed a pose like anti-vaccination or a belief in ghosts, but it is a very unpicturesque one.

In day schools the scene is changed. The parent protrudes, and if a head master values his peace of mind he accommodates himself to the situation. It is here almost impossible to get more than two hours for homework, and most of us have to be content with an hour and a half. This means that the ratio of school work to homework is as 4 to 1, and it becomes urgently necessary to organize the distribution of work set for preparation. If this is carefully and efficiently done every master on the staff will be able to insist that all his written homework should be at least as carefully prepared as the work done during school hours, and in practice one discovers that it is usually rather better done, especially if parents are asked to initial all their boys' work, so that it has to be "passed" by the parent before it is shown to the master.

If initials are scrutinised it will be found almost invariably that the exceptionally good pieces of work are initialled by the father, and those weak or wanting by the mother, showing that women's rights are recognized by the Lower School.

From the foregoing remarks may be deduced the writer's opinion, founded on some considerable experience, that the general style and method of day school homework is considerably in advance of that done in most boarding schools, although the quantity of work prepared is less by about one half.

Now comes the question as to what form Homework should take, and here opinions range themselves into two opposing camps. There are those who maintain, and this is the tradition on which most men of middle age have been brought up, that the advantage of Homework is that boys are taught to think for themselves, that it is a great thing for them to have to hammer something out without a master always at their elbow, and other arguments to the same effect.

All this is true, no doubt, but the dull boy has to choose one of two things: he must either waste so much of his time during prep. in the hammering out process, if some particular lesson that other lessons come short and he suffers pains next day, or else he must take a line of much less resistance and get help, or, to put it cruelly, "crib." An intelligent cribber can escape detection for a long time if he will only put in his mistakes in consultation with his friends on the same staircase.

Such preparation as this is not only futile, but it weakens the moral sense, and the result is shown in the quite indulgent way in which the public, remembering the storms of its own youth, regards cribbing, the unspoken argument being that if masters expect too much they must not be surprised if they get swindled.

The other view of Homework is an entirely different one, and, in the writer's opinion, more sensible. Homework should be looked on not as a preparation for the next day's work, but as a résumé of the work of the day during which certain lessons have been prepared. It thus becomes the crowning achievement of each day as it passes, and each day's work, school and home work combined, forms a complete section of the week's work.

Even the most indulgent parent may be trusted to harden his heart as soon as he is convinced that every word of his son's homework has been properly explained to the class, and if his pride and hope has not understood the explanation it must be either inattention or want of brains. The young

hopeful's most promising excuse for slovenly homework vanishes into the circumambient air if his parent can no longer be brought to believe that "No one has ever taught me how it is done."

It seems on the face of it illogical that the Board of Education should insist, and rightly so, on supervising the time tables of inspected schools without making any inquiry as to the amount of time devoted to homework or the way in which preparation hours are parcelled out. Here is an opportunity for another memorandum, and the writer makes the authorities in Whitehall a present of this most respectful suggestion.

SLANG AND ARGOT.

By F. BAYFORD HARRISON.

IT is not very long since the French Academy debated with much earnestness the question of admitting the word "épatant," used as an adjective, into its Dictionary. Now, "épatant" is to flatten, as one's nose against the window, or to break off, as the foot of a wineglass; and "épatant" seems at first sight hardly to express a delightful sensation. But as a slang term it has become so generally acceptable that a place in the great Dictionary was finally accorded to it.

A language without slang would be very dull; indeed, such a language would no longer be a living one, but at least moribund. As a living brain is always acquiring new powers, so a living tongue is always acquiring fresh expressions. When growth ceases, decay begins. The French recognize this fact when they call slang "la langue verte," the green, the growing language. And, as much of the slang of Shakespeare's day has disappeared from English, replaced by what is modern—most modern, so the familiar talk of Paris current in the time of Molière is, much of it, out of date, and the *argot* of the twentieth century very much alive in the present-day Paris—or "Pautruche," if we wish to call that city by its slang name.

Comparative slang is a fascinating study; probably most of us would describe it as "ripping" in English and "épatant" in French. And those who do not care for it will say "It bores us," and that "Nous nous rasons" ("We shave ourselves"). But, no; the later phrase is "Nous nous barbons" ("we put on beards"). Sometimes *argot* very closely translates slang. "To send round the hat" is "casquer," from "casque" ("helmet," or "headgear"). "Assez! La bouche! La ferme!" means the same as our curt "Shut up!" And "Arry" is equivalent to "Jacques." When a French "Arry" gives himself airs of importance his countrymen say that "il fait son Jacques." A pleasant term for being in prison is "être à l'ombre" (to be "in the shade"); not unlike being "in quod," if "quod" be, as is supposed, just a contraction of the classical "quadrangle," a shady and quiet place. Naturally, crime and money, and the want of money, play a large part in the production of *argot* and slang. The pocket is in French called "la profonde"; and we speak of being "dipped" when the bottom dollar has been reached. The French "braise" is simply "brass" or "tin" considered as coin of the realm.

"En sortant de ma turne ['diggings'] je prends la boîte à canailles ['bus'], je donne trois ronds ['coppers'] et je demande une rallonge ['correspondance'] in the French omnibus system] pour aller chez ma tante ['my uncle']; arrivé là, je mets au clou ['up the spout'] ma toquante ['ticker']. On m'allonge trente balles [francs]; je mets la braise ['tin'] dans ma profonde [pocket], et je m'en retourne turbiner ['to work']. Garder ce laïus ['long yarn'] dans votre sorbonne ['noddle']." This "laïus" would be a fine thing to reel off to a Parisian *concierge*, and, no doubt, he would reply with one still longer and more slangy. One must then retort by calling him a "piplet." Now, "Piplet" is the name of a certain *concierge* in Eugène Sue's "Mystères de Paris," and may be applied to anyone of that calling, just as

Dickens turned every parish beadle into a "Bumble." The "piplet" will probably designate his pocket-handkerchief as a "tire-jus," which is comic, though coarse. Mr. Bumble might allude to his as "a wipe." The comic in French is generally more coarse than it is in English.

In every country the police are the objects of reverence and irreverence, especially to the boy in the street. As a body of men, they are called in Paris "La Rousse," though they are not redder, even when indignant, than other people. An informer is a "casserole," perhaps because he gets his victims into hot water. An actor is a "M'as-tu-vu?" which is a capital name for one who thinks that all the world ought to crowd to see him on the stage; and a still more appropriate nickname is that of a soldier employed on Commissariat Service. He is a "Riz-pain-sel," because rice, bread, and salt are the chief of his diet. For a similar reason, the French call an Englishman a "rosbif," in which matter, perhaps, our compatriots have the advantage. A "Polytechnique" boy is known as an "X," because mathematics form the greater part of his studies; and a St. Cyrien in his first year is a "carré" (square); in his second year he develops into a "cube." A quite young child may be called a "mome" (probably from "momie," a mummy), or a "lardon" (slice of bacon); or, if a boy, then a "gosse." These words seem equivalent to our "kid" and "nipper." When the children's elders talk a bit of scandal they are said to "casser du sucre." When they are weary of breaking sugar they begin to "se raser" or "se barber," as aforesaid; or if the "cancan" is spicy, they may exclaim, "Vlan! on dirait du veau!" which, after all, is not more absurd than our "Not so dusty!" and which brings to mind the now obsolete expression, "Quite the cheese!"

More serious things are veiled under gay externals. With us, to be hanged used to be softened into "turned off"; in Paris, the guillotine is "la veuve" (the widow); to be guillotined is "être raccourci" (shortened by a head). There are many slang words for death and dying; "casser la jupe" (tear your skirts); "tourner de l'œil" (turn up the eyes—or the toes); "lâcher la rampe" (let go the railings); "porter l'arme à gauche" (carry your gun on the left shoulder).

In Paris a landlord—everywhere an unpopular person—is known as "le vautour" (the vulture). The hand is "la pince"; "serrer la pince" is to shake hands. A chum is "une branche," "un frangin," "un poteau," which last is merely the French for a post, something on which you lean for support. The queer word, "s'esbigner," is to make yourself scarce, to cut and run. St. Fiacre now meets with little honour; the "auto" (taxi) is everywhere; and the fiacre has long been "un sapin," deal being the cheapest wood of which a "growler" could be made. A drunkard may be described as a "poivrot," one who eats pepper in order to provoke thirst, which he gratifies; and to be tipsy is to be "gris" (half way between drunk and sober), or "rond" (like Falstaff), or "voir double," a symptom of intoxication enshrined in Euripides and Virgil. A bald man has a "genou" (a knee on his head); or "un skating" (a skating rink in the place where the wool ought to grow). To fall asleep is "fermer les persiennes" (shut the shutters). To make a very low bow, such as the Frenchman only knows how to make, is "se casser l'échine" (to break one's backbone). The nose is "piff": whence "Piffard," Nosey; or "blair," a corruption of *flair*, scent found with the nose after the manner of a dog. To laugh noisily is "rigoler," and a funny chap is a "rigolot" or "rigolboche," "boche" being a form of *bouche*. And to amuse oneself in the style of 'Arry and 'Arriet is "chahuter." One's legs are either "guibolets" or "gambettes" (from the Italian *gamba*, a leg) or *le compas* (the compass).

With such lively *argot* at hand to replace our insular slang, we ought indeed, when we visit Paris, to strengthen the bond: of the *entente cordiale*, or at least to add to the gaiety of the French nation by our endeavours to be gay.

A MUCH discussed scheme for founding a University at Dresden has, by Ministerial decree, been vetoed; Leipzig accordingly is to remain the only University city in the Kingdom of Saxony.

"WIRELESS" FOR SCHOOLS.

SOME months ago—nearly a dozen of them—the subject of "wireless" was briefly discussed at a Masters' Conference, and the general opinion seemed to be that an installation at a school might be a valuable educational adjunct. So far as we can learn, however, very little has as yet come of the discussion, except that perhaps half-a-dozen schools now have an equipment. In most cases some keen boy has been responsible, rather than the staff, for setting up the instruments, but in one or two schools, notably at Repton, the matter has been taken in hand by the authorities. A note on the approximate expense, and results obtained, may be of interest to our readers, and we propose to take the installation at Repton as an example. The arrangement of external wires for "catching" the messages consists simply of two bare copper wires (No. 14 S.W.G.) suspended with insulated spreaders from a convenient flagpole (secured by suitable guy wires) at one end. This "aerial" stretches—a matter of some 200 feet—from the Science Block across the close to the corner of the new classrooms, where it is firmly attached by two hooks. Two "leading-in" wires fall at one end to the operating room on the ground floor, making it a "directional inverted L-type aerial." The erection of a pole may cost about £2, and the wire, guy ropes and insulators another £1 or thereabouts. The only apparatus bought at the outset was a receiving set, as the school has, of course, the customary large induction coil, which is used for sending. The receiving set consists of a large double-slide tuning coil (cost about 30s.), a "Bassano" crystal detector (10s. 6d.), mica condenser (5s.) and a pair of special wireless telephones (£3 3s.) supplied by Messrs. Markes & Co., of Para House, Derby, who also make the "Bassano" Detector. An "earthing switch" is also used for earthing the aerial when not in use. The apparatus and general equipment of a receiving station may be estimated at anything from £10 to £15, but an amateur would of course make everything for himself, except the 'phones, and the cost would then be nearer £5. He would probably use a flagpole on the house-top, and a tree or a 5s. scaffold pole to support the aerial. With the exception of the mast, the installation at Repton was erected by the Derby Wireless Club, and it was all completed on a Saturday afternoon.

Some extraordinary long distance results have been obtained on this aerial, and Repton boys can boast of a receiving range of over a thousand miles. Pola (in the Adriatic Sea) and Marseilles are very loud. Madrid is also good, notwithstanding his "staccato" note. Oran and Bizerta, on the coast of Algiers, and Soller, in the Balearic Isles, are occasionally to be heard. The variety of notes is very strange. Paris has a powerful deep bass voice, while the German Telefunken stations and Bergen sound like a penny whistle. The Lizard has a pretty musical note, and another English station quacks like a drake. A German Liner, equipped with a Lepel set, coos like a dove, and another station uses a rotary spark gap, so that as the little disc gains speed the note soars up in pitch. The interest aroused among the boys is naturally immense, and Mr. Brunskill, the science master, has found it necessary to impose a limit on the number of boys who have access to the apparatus. The educational value of wireless must be of considerable value. To become a successful amateur one must know all about Condensers and Microfarads, Inductances and Microhenries, or their corresponding C.G.S. units. Some elementary algebra is involved in the calculation, and a certain non-mathematical classical scholar has been known to teach himself "logs" to aid his wireless researches.

An enthusiasm for wireless makes a great difference to what might otherwise be a dull and lifeless study of elementary electricity. It straightway galvanizes electrostatics and electromagnetics into something practical and interesting. The boy who takes the trouble to think things out can readily wind a certain length of "No. 22 d.c.c." wire around a piece of cardboard tube, and he is at once able to pick up "600 metre wavelengths" and to hear messages from liners to Ushant, or

it may be to Liverpool or Scheveningen. He can perhaps get 7,000 metres, and hear Clifden sending business messages across the broad Atlantic. A "Bassano" detector—for which no battery is needed—a "Markes" 'phone, a condenser and tuning coil of the appropriate dimensions, and one can use one's bedstead for an "aerial" and hear the latest "press" and "time signals" from six hundred miles away!

"Q. R. S."

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

It is an age of rebellion. In Rhode Island a group of children waited on their teacher and required her to open school with the Lord's Prayer. It may be that she doubted whether their action was spontaneous; at any rate, she refused. Upon this, the children marched forth, as the plebeians of old to the Mons Sacer, into the neighbouring woods, and encamped there. The Principal, the Superintendent, and the Board of Education, acting in concert, succeeded in getting them back some days later. What means were employed we cannot say; we know what the Pilgrim Fathers would have used.

In the absence of any forward movement in respect of Continuation in England, the American Co-operative system is worthy of attention. Prof. Schneider, of the University of Columbia, several years ago devised a scheme under which young men might work in the workshop and attend school alternately. The *Educational Review* (XLVI, 5) publishes, under the rubric "A Co-operative Industrial Course," an account of the experience of Fitchburg, Massachusetts. There a combination of shop and school course has been adopted, manufacturers giving the use of their workshops for the practical instruction of apprentices, the School Authorities providing the necessary collateral teaching. The equipment of the workshops is better than any school plant could be. The course is of four years' duration, and the boys are 14-18 years of age. The first year is spent wholly in school; in the next three years the boys are occupied alternate weeks in school and workshop. Manufacturers take the boys in pairs, so that they have one of the pair always at work, whilst the other is at school. Every Saturday morning the boy who has been at school during the week goes to the workshop and acquaints himself with what his comrade has been doing, in order that he may carry on the work without a break. To show the nature of the course, we give the scheme for the fourth year:

SCHOOL AND SHOP WORK.		Hours a week.
English	...	5
Shop Mathematics	...	5
Economics (one half-year)	...	5
Mechanism of Machines and Jig-Design (one half-year)	...	5
Physics, Electricity, and Heat	...	4
Chemistry	...	6
Freehand and Mechanical Drawing	...	4

During the last three years the boys receive pay—they can earn 165 dollars in the first year, 181 dollars in the second, and 206 dollars in the third—and are thus encouraged to remain at school.

A Report of the Executive Committee of the Association of American Universities exhibits the efforts that are being made to "standardize" American Universities and colleges. The associated Universities are twenty-two in number, and a list of them may be useful:—Catholic University of America, Clark University, Columbia, Cornell, Harvard, Indiana, Johns Hopkins, Leland Stanford Jr., Princeton, State University of Iowa, the Universities of California, Chicago, Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, Pennsylvania, Virginia and Wisconsin, and Yale University. Berlin and other Prussian Universities recognize every Bachelor's degree acquired at one of these associated Universities as an equivalent for the German *Maturitätszeugnis* (School Leaving Certificate). Moreover, if the period of study prior to the attainment of the Bachelor's degree has covered four years, the Berlin Faculty of Philosophy will ordinarily recommend the credit of one of these years to the triennium required for graduation in Germany. The Executive Committee suggests that there should be included in a list of American institutions whose Bachelor's degrees should be accepted by foreign Universities, first, the members present and future of the Association of American Universities; secondly, those other institutions on the accepted list of

the Carnegie Foundation for the Advancement of Teaching about whose claims to recognitions there can be no question; thirdly, those institutions which are not included in the accepted list of the Carnegie Foundation because they are in some sense sectarian, but which otherwise conform to its standards of acceptability. Such a list has readily been furnished by the Carnegie Foundation. If this recommendation were adopted, there would be in all 118 recognized Universities and colleges in the United States, their Bachelor degrees (A.B., B.Sc., &c.) being equivalent to the *Maturitätszeugnis* conferred by a German higher school. It will, of course, be understood that the great American Universities carry on the work of a University proper from this foundation.

The Americans are not unwilling to connect national defence with higher education. A military camp for students will be established in the grounds of the University of Vermont next summer. It will be one of

four organized by the Government in various parts of the United States as the outcome of an experiment at Gettysburg, Pennsylvania, last year. About a thousand New England students and pupils of secondary schools in which military instruction is given are expected to attend. A regular officer of the army will be in command. The students will pay for their own board; but the Government is to provide the camp equipment. The libraries and the summer schools of the University of Vermont will be open to the young soldiers—enabled thus, as Miss Pinkerton might have said, to worship Mars and Minerva at once.

GERMANY.

On December 22, 1913, two Royal Ordinances were issued for Bavaria by which school attendance is regulated and Continuation in Bavaria. Continuation organized uniformly. In Bavaria the obligation to attend school lasts ten years, seven years being assigned to the Volksschule and three to the "Sunday school." Germany has not the same reluctance to impart secular instruction on Sunday as has England; and the Bavarian "Sunday school" formerly taught German, arithmetic, geography, &c., one hour every Sunday afternoon to fix the knowledge got in the Volksschule. Then the hours of instruction in the "Sunday school" were raised to a minimum of eighty in the year; moreover, its pupils had to be present at a religious lesson (*Christenlehre*), taking the form of a service in church. But in many places the community substituted an industrial continuation school (*gewerbliche Fortbildungsschule*) for the "Sunday school." By the new regulations the "Sunday school" is abolished everywhere, and in its stead there is created a national continuation school (*Volkshochschule*), which, in principle, does its work on week-days and gives instruction for a hundred and forty hours in the school year; that is to say, the holiday weeks being deducted, for three or four hours a week. Only exceptionally, where local conditions require it, may teaching be done on Sunday. This national continuation school forms part of the primary-school system.

Of a different nature is the vocational continuation school (*Berufshochschule*). It treats its pupils with special reference to their vocational needs, and by attending it the young Bavarian is relieved from the obligation to go to the national continuation school. Any local community may establish such a school and make attendance compulsory; private firms (manufacturers, &c.) are also empowered to found vocational continuation schools. The number of hours of instruction in the year must be at least 240. These schools will not be organically joined with the Volksschule, but will have special Inspectors, appointed by the Government. In both the national and the vocational continuation schools religious instruction is to be given. The end that Bavaria has in view is *die Schüler zu religiös und vaterländisch gesinnten, körperlich, sittlich und beruflich tüchtigen Menschen heranzubilden*: to make of its children men religiously minded, patriotic in spirit, strong in body, morally clean, and efficient in pursuit of their callings.

RUSSIA.

It is not in Germany only that schoolboys end their lives with suicide. The evil exists and grows in Russia also. Dr. Gordon, of Moscow, has kept a list of all the cases of suicide among schoolboys that have come to his knowledge since the year 1902. According to an address that he delivered before the Pedagogic Society of Moscow, the number of cases has been increasing deplorably. In 1902 only 18 were known; in 1909 there were 482. During the tumultuous days of the Revolution the figures rose by leaps and bounds. More than half the cases are among pupils of the secondary schools. Living healthy lives, our English boys do not commit suicide; in

Prussia 124 in a million do so, and in Russia 567 in a million! The Russians blame the school, and schoolmen look outside of it for the root of the evil. Among the students in Russia also self-murder prevails, the general cause being dire poverty.

NEW ZEALAND.

The Education Report just received, and dealing with the year ended December 31, 1912, is bright as the land from which it comes. It shows, as to primary education, that the number of public schools open rose in the year by 48, the increase being chiefly in rural schools with only one or two teachers. The average weekly roll of primary schools was 181,144 in 1912, as against 178,091 in 1911. The percentage of attendance to roll was much higher than in any of the Australian States, and almost the same as in England. We observe with satisfaction that 14.5 per cent. of the children were over thirteen years of age, although the number of very young children in the schools increases. Children who have to reach school by railway are conveyed in New Zealand free of charge. A new scheme of physical education has been substituted for what was called the "Junior Cadet" training, and a Director of Physical Education has been appointed. During the year 1912 the medical inspection of schools and school children was brought into force, and will yield beneficent results. What of the teachers? The proportion of women to men grows larger; but the scarcity of men teachers is not so striking in New Zealand as in some other countries. In the primary schools, those with an attendance of under sixteen excluded, the average salary of a man teacher was £205; that of a woman, £124. (In secondary schools £275 for a man, £178 for a woman teacher.) We quote a sentence from the Report for the sake of its suggestiveness: "The additional monetary inducements offered in recent years to teachers in New Zealand schools has checked the outflow of competent teachers to more lucrative spheres of employment, and has proved a stimulus to the younger teachers to improve their status as quickly as possible."

Maori children were taught in 108 village schools, whilst many attended the ordinary public schools; moreover, there were 8 boarding schools to give secondary education to Maoris. The average attendance in the village schools was 4,090—a hundred more than in the preceding year. All the secondary native schools make provision for vocational training in some form or another. Woodwork is popular, and the school furniture of the new Hukaree Girls' School was made by the boys at Te Aute. Native parents show interest in education and an increasing sense of its value. It is pleasant to record that the Tuhoe Maoris, through their Chief, Numia Kereru, of Ruatoki, recently transferred to the Crown a block of land containing 1,000 acres as a reserve for secondary native-school purposes.

CHOSEN (KOREA).

The treatment of Korea by Japan, as shown in the Annual Report of the Government-General, is such as to justify her presence in the land. As to the Korean dynasty, "their Highnesses Prince Li Junior and Prince Li Senior, being set free from political responsibilities or troubles, are now enjoying a happier and safer life, while the Heir Presumptive, receiving a good education in Tokyo under the gracious care of the Japanese Imperial Household, entered the Central Preparatory School of the Military Academy in 1911, after several years' study in the Peers' School." A reforming hand has been at work upon administration and society. Court ceremonies have been curtailed; the nobility are encouraged to manage their estates and to refrain from extortion; and a general feeling of brotherhood between the Japanese and the Koreans is fostered. But the Japanese are the elder brothers, and the national language is now the Japanese. The Government is not indifferent to culture. From an Imperial Fund 134 public common schools had been established by the end of 1911, while subsidies were granted to 333 private schools. An old society has been reorganized as the Kyōng-hak won, or Classical Literary Association, to supply *literati* of ability as lecturers, and to keep alive the traditional ethical teaching.

When the Japanese undertook to deal with education in Korea they decided to apply the principles of the Imperial Rescript on Education, issued for Japan proper twenty-one years before. Of these principles the unifying purpose is to cultivate the moral character and to develop a national spirit. The base of the machinery for applying them is the common school, children admitted to which must be not less than eight years of age, and they attend it for four or three

years, according to local conditions. Compulsory subjects are Japanese, the native Korean language, Chinese literature and arithmetic; physical science, drawing, singing, handicraft, elementary agriculture, and commercial subjects are taught or dispensed with, as need is. Above the common school are a Special School, Higher Common Schools, and Girls' Higher Common Schools. The Higher Common Schools give a liberal education to boys not younger than twelve years of age, graduation from one of these schools requiring at least four years. Foremost among the subjects of instruction are put: ethics, Japanese, and Korean and Chinese literature. A Girls' Higher Common School—the age of admission is twelve, and the period of study three years—is a school founded with the object of fostering in girls "feminine virtues and instructing them in the knowledge and art useful in making a livelihood, especially cultivating their moral character and equipping them as good housekeepers." Sewing, handicraft, and housekeeping receive due attention in such a school. The Special School is in Keijō. Students of it, who must be full eighteen years at entrance, are trained, in a three years' course, for the State service or for the higher professions.

BOOKS OF THE MONTH.

Annuals.

The Schoolmasters Yearbook, 1914. *Yearbook Press*, 12s. 6d. net.
The Public Schools Yearbook, 1914. *Yearbook Press*, 5s. net.

Biography.

Boys who became Famous. By F. J. Snell. Illustrated. *Harra*, 1s.
Alice Ottley, First Head Mistress of the Worcester High School for Girls, 1883-1912. With Portraits and Illustrations. *Longmans*, 6s. net.

Classics.

C. Iuli Caesaris Commentarii Rerum in Gallia Gestarum VII. A Hirti commentarius VIII. Edited by T. Rice Holmes, Litt.D. *Oxford University Press*, 8s. 6d. net.
Livy, Book XXVII. Edited by S. G. Campbell, M.A. *Cambridge University Press*, 3s.
The Acharnians of Aristophanes, as played by the Oxford University Dramatic Society, February, 1914. With a translation into English Verse by R. Y. Tyrrell, D.Litt. *Oxford University Press*, 1s. net.
Thucydides, Book VI. Edited by C. F. Smith. *Ginn*, 6s. 6d.
The Elements of New Testament Greek. By Rev. H. P. V. Nunn, M.A. *Cambridge University Press*, 3s. net.
Synthetic Latin Vocabularies. Compiled by the Rev. H. V. Taylor, M.A. *Blackie*, 1s.
A Shorter Second Latin Course. By E. H. Scott, B.A., and F. Jones, B.A. *Blackie*, 2s.

Commercial.

Commercial Correspondence and Postal Information. By C. L. Altmaier. New Edition. *Macmillan*, 3s. net.

Divinity.

The Faith of the Old Testament. By the Rev. Alexander Nairne, B.D. *Longmans*, 2s. 6d. net.
The Fourfold Gospel. Section II: The Beginning. By Edwin A. Abbott. *Cambridge University Press*, 12s. 6d. net.
Vital Problems of Religion. By the Rev. J. R. Cohu. *T. & T. Clark*, 5s. net.

English.

On Heroes and Hero-Worship. By Thomas Carlyle. Edited by H. S. Murch, Ph.D. *Harra*, 2s. 6d.
Wordsworth and his Poetry. By W. H. Hudson. *Harra*, 1s.
Browning and his Poetry. By Ernest Rhys. *Harra*, 10d.
Poems of Charles Kingsley, 1848-1870. *Oxford University Press*, 1s. 6d. net.
Chambers' Standard Authors.—Masterman Ready. By Captain Marryat. 8d. net.
Simple Recitations for Infants. By Ellen Rose. *E. J. Arnold*, 1s. net.
A Book of English Prose. By Percy Lubbock, M.A. Part I, for Preparatory and Elementary Schools, 1s. 6d.; Part II, for Secondary Schools, 2s. *Cambridge University Press*.
English Literature in Prose and Verse, from Dryden to Burke. Compiled by Edith L. Elias, M.A. *Harra*, 1s. 3d.
Johnson's Life of Dryden. Edited by A. J. F. Collins, M.A. *Clive*, 2s.
Exercises in English. By F. W. Bewsher, B.A. *Bell*, 1s. net.

Shakespeare's Stories. By Constance and Mary Maud. Illustrated. *Edward Arnold*, 1s. 6d.

A Primer of English Literature. By W. T. Young, M.A. Limp cloth, 1s.; cloth boards, 2s. net.

Highroads of Literature. Book V. Illustrated by reproductions of famous pictures. *Nelson*, 1s. 8d.

Nelson's "Highroads" English Dictionary, Pronouncing and Etymological. 6d. net.

On the Relations between Spoken and Written Language, with special reference to English. By Henry Bradley, F.B.A. *Oxford University Press*, 1s. net.

Macaulay's Lays. With Notes. *Blackie*, 10d.

Progressive Précis Writing. By H. Latter, M.A. *Blackie*, 3s. 6d.

Fiction.

The Happy Hunting Ground. By Alice Perrin. *Methuen*, 6s.

The Sea Captain. By H. C. Bailey. *Methuen*, 6s.

The Way of these Women. By E. Phillips Oppenheim. *Methuen*, 6s.

The Golden Barrier. By Agnes and Egerton Castle. *Methuen*, 6s.

Simpson. By Elinor Mordaunt. *Methuen*, 6s.

Geography.

The World and its Discovery. By H. B. Wetherill, M.A. *Oxford University Press*, 3s. 6d.

South America: a Supplementary Geography. By J. F. Chamberlain and A. H. Chamberlain. *Macmillan*, 3s.

Industrial Studies: Europe. By Nellie B. Allen. *Ginn*, 3s. 6d.

A School Geography of the World. By Lionel W. Lyde, M.A., F.R.G.S. Eighth edition. *Black*, 3s. 6d.

Elementary Commercial Geography. By Hugh R. Mill, D.Sc., and Fawcett Allen. *Cambridge University Press*, 1s. 6d. net.
Commercial Geography of the British Empire. By F. Mort, M.A. *Oliver & Boyd*, 1s. 6d.

Geography Notebooks. Third Year's Course and Fourth Year's Course. *E. J. Arnold*, each 4d.

Handwork.

Modelling for Infants and Juniors. By Mary Blackburn. *E. J. Arnold*, 2s. 6d. net.

The Child's Life in Groupwork. By Edith A. Newnham. *E. J. Arnold*, 2s. net.

History.

A Source Book of English History. Edited by Arthur D. Innes, M.A. Vol. II, 1603-1815. *Cambridge University Press*, 3s. 6d.

More Pictures of British History. By E. L. Hoskyn, B.A. Illustrated in colour. *Black*, 1s. 6d.

A Source Book of London History. From the Earliest Times to 1800. Edited by P. Meadows, M.A. *Bell*, 1s. 6d. net.

A History of Greece to the Death of Alexander the Great. By J. B. Bury, D.Litt., F.B.A. New Edition. *Macmillan*, 8s. 6d.

The Story of Jeanne d'Arc. By E. M. Wilmot-Buxton. Illustrated. *Harra*, 1s.

The Threshold of History. By H. R. Hall. Illustrated. *Harra*, 1s.

A Guide to Historical Fiction. By Ernest A. Baker, D.Litt. *Routledge*, 21s. net.

Old Time Stories, and Old World Customs. By A. Gertrude Caton, S.Th. *Macmillan*, 1s. 9d.

The Story of the Nations.—Switzerland. By Mrs. Lina Hug and R. Stead, B.A. *Unwin*, 5s.

A Brief Tudor-Stuart Booklist: An Alphabetical and Classified List of English Works of General Interest bearing on British History, 1485-1714. By J. S. Lindsey. *Heffer*, 2s. 6d.

The Reign of Henry VII from Contemporary Sources. By Prof. A. F. Pollard, Litt.D. Vol. III. *Longmans*, 10s. 6d. net.

The French Revolution. By H. Packwood Adams, M.A., *Methuen*, 3s. 6d.

Heroes of Welsh History. By David W. Oates. Illustrated. *Harra*, 9d.

The Reign of Henry the Fifth. By James H. Wylie, D.Litt. Vol. I (1413-1415). *Cambridge University Press*, 25s. net.

Heroines of European History. By A. R. H. Moncrieff. *Blackie*, 1s. 6d.

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Expectant Motherhood: its Supervision and Hygiene. By J. W. Ballantyne, M.D. *Cassell*, 6s. net.

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An Algebra for Preparatory Schools. By Trevor Dennis, M.A. *Cambridge University Press*.

An Introduction to the Infinitesimal Calculus. By G. W. Caunt, M.A., M.Sc. *Oxford University Press*, 12s.

The Theory of Proportion. By M. J. M. Hill, Sc.D., F.R.S. *Constable*, 8s. 6d. net.

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The London Matriculation Directory, January, 1914. Containing Examination Papers, with Answers by the University Correspondence College Tutors. *Clive*, 1s. net.

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Nature Study.

Plant and Animal Children: How they Grow. By Ellen Torelle, M.A. *Harrap*, 2s. 6d. net.

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Incandescent Electric Lamps and their Application. By D. H. Ogley, B.Eng. Illustrated. *Longmans*, 2s. 6d. net.

EDUCATION IN THE PERIODICAL PRESS.

Building: a Creative Craft. *Builder*, January 16.

Lecture by Mr. H. Baillie Scott at Carpenters' Hall containing criticism of the "architectural school."

Charges for Medical Treatment of School Children. *Medical Officer*, February 14.

Charterhouse. Curiosities of an Ancient Trust. *Daily Chronicle*, January 22.

Children and Knowledge of the Facts of Life. "Conspiracy of Silence." Should it be broken, and by whom? *Manchester Guardian*, February 5.

(1) By Miss S. A. Burstall (Head Mistress of the Manchester Irish School For Girls). (2) By Artifex. Further paper in the issue of February 7.

Coming Educational Contest. *Queen*, February 7.

Leading article.

- Commercial Education. By H. J. Spenser. *Morning Post*, February 6, 13.
See Occasional Notes.
- Continuation Schools in England and Germany. By J. Saxon Mills. *Fortnightly Review*, February 7.
- Cookery Classes in School. *Local Government Chronicle*, January 31.
Deals with the lack of result at home.
- Co-operation between the School and the Employer. By Clouesley Brereton. *Contemporary Review*, February.
- Diagnosis of Mental Defects. *Local Government Chronicle*, January 24.
- Education and Music. By H. A. Academy, January 17.
- Education in the West. A Calgary Experiment. The "Vocation" School System. *Standard*, February 19.
- Education Question. By Bishop Frodsham. *Saturday Review*, February 14.
- Education Reform: a Unionist Scheme: Waste of Present System. *Daily Telegraph*, January 21.
An account of the Unionist Social Reform Committee.
- English Schools and Commerce. An Education Problem. Some Criticism and Suggestions. By J. L. Paton. *Manchester Guardian*, January 27.
- Enlightened Common Sense. *Pitman's Journal*, January 24.
Deals with Lord Bryce's speech.
- Eurhythmics of Jaques-Dalcroze. By M. S. *Spectator*, February 20.
"Good not only as a means, but as an end in themselves."
- Growth of the Open-air School. *Lady's Realm*, February.
Fully illustrated.
- How to get on with other people: What the University does for the average man. By Bernard Darwin. *Daily Mail*, January 27.
- London and the Course System. *Pitman's Journal*, February 7.
- London County Council School Competition. *Architect*, February 13.
Dealing with the open architectural competition.
- London Evening Institutes. *Pitman's Journal*, January 31.
Leading article.
- Medical Inspection in Secondary Schools. By Robert Hughes. *Medical Officer*, February 7.
- Model Scholar. The Philosophy of being "Never Late." By Percy Clarke. *Daily Chronicle*, January 27.
- Modern Hypatias: Women as University Teachers. *Daily Chronicle*, January 14.
- Mouth Temperatures of School Children. By Alice W. Maclean. *Medical Officer*, January 31.
- New York Board of Education. By Charles W. Eliot. *The American Teacher*, February.
- Nonconformists and Education: Government Bills, Past and Future. By A. J. Mundella. *Daily News*, February 4.
- Oxford and Business Training. By Sidney Ball, M.A. *Daily Telegraph*, January 29.
- Oxford and Cambridge Poetry. By Gilbert Murray. *Saturday Review*, January 31.
- Problem of Continued Education: Our Industrial Army. By James Graham. *Daily Telegraph*, January 29.
The writer is Secretary for Education, City of Leeds.
- Problems of Education. *Daily Telegraph*, January 28.
Leading article.
- Public Schools and Business Training: Commercial Classes at Bradfield College. By the Head Master. *Daily Telegraph*, January 28.
- School in Relation to Civic Progress. By J. L. Paton, High Master, Manchester Grammar School. *Political Quarterly*, February.
- School Kinema. Practical Suggestions for its Use in Teaching. By Arthur G. Malden. *Evening News*, January 31.
February 9 contains extracts from various letters in praise, &c. of the article.
- Schools for Mentally and Physically Defective Children. *British Architect*, January 30.
- State Help for Industrial Art. *Daily Chronicle*, January 27.
An interview with Prof. W. R. Colton, largely on art teaching.
- Teaching to Think. By N. H. *Morning Post*, February 20.
Political Economy, Civics, &c. without textbooks.
- Through the Evening School: a Study of the Young Worker. By Edw. H. Axton. *Daily Citizen*, January 20.
- Trade Schools for Girls. By Helen Anstey. *Daily Chronicle*, January 20.
- Underpaid School Teachers. Inner Meaning of the Herefordshire Strike. By Sir James Yoxall, M.P. *Daily Chronicle*, February 12.
- Unionists and Education. *Saturday Review*, January 24.
Deals with the Report of the Unionists' Social Reform Committee.
- University of London. By G. T. L. Academy, February 14.
The Government of the University.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

A Special Meeting of the Council was held at 74 Gower Street, W.C., on November 3, 1913. Present: Miss H. Busk (in the chair), Miss M. Cocking, Mr. G. F. Daniell, Miss H. E. Downs, Miss F. Edwards, Miss B. Foxley, Mr. H. Holman, Miss M. R. N. Holmer, Mr. T. L. Humberstone, Miss E. Newton, Mr. J. Oliphant, Miss K. Stevens, Mr. W. Trevor Walsh, Mr. W. H. Winch, Mr. J. S. Wise.

The Chairman made a statement that the Organizing Committee had appointed a Sub-Committee to consider what action ought to be taken in view of the fact that the lease of 74 Gower Street terminates in March, 1915; that this Sub-Committee had met and reported to the Organizing Committee, and this to the Executive Committee, and that each Committee had referred the Report to the Council without comment. That the Report as before the Council made suggestions only on broad lines, entering into no details, and that it was for the Council to determine the lines upon which action should be taken.

The Chairman then asked for permission to bring up a Resolution passed by the Political Committee, as a matter of urgency.

It was proposed by Mr. Holman, and seconded by Mr. Daniell, and carried, that the Resolution be adopted, with the substitution of the word "where" for "if" as follows: "That Grants from Government to secondary schools should be conditional on the raising where necessary of the scale of salaries and the number of the Staff to what shall in its opinion be adequate."

The Report of the Executive Committee upon the future of the Guild was then considered.

After considerable discussion, in which Miss Downs, Mr. Humberstone, Mr. Holman, and Mr. Daniell took part, it was finally proposed by Mr. Daniell, and duly seconded and carried, that "The Sub-Committee of the Organizing Committee be made a Committee of the Council." "That the five members of the Committee be re-elected." "That Miss Foxley and Mr. Oliphant be asked to join the Committee." This they consented to do.

A Special Meeting of the Council was held at 74 Gower Street, W.C., on December 4, 1913. Present: Miss H. Busk (in the chair), Miss M. Cocking, Mr. G. F. Daniell, Miss H. E. Downs, Miss B. Foxley, Prof. J. A. Green, Miss S. Green, Mr. T. L. Humberstone, Miss H. A. Martin, Miss E. Newton, Mr. J. Oliphant, Mr. E. Sharwood Smith, Mr. P. Wardale, Mrs. J. White, Mr. W. H. Winch.

The minutes of the Special Meeting on November 3, 1913, were read and confirmed.

The Council considered, on December 4, 1913, the Report of the Special Committee appointed to consider the housing and development of the Guild, and adopted it amended as follows:—

"The Council, at their Special Meeting on November 3, 1913, approved of the recommendation of the Special Committee regarding the development of the Guild on the lines of a learned Society, and the Council, at their Special Meeting of December 4, 1913, recommend that the present work of the Guild be carried on as now, but that there shall be a distinct new departure in the direction of serious and systematic study of the problems of education."

"The organization shall provide definite opportunities for the discussion of educational questions (administrative, historical, psychological, sociological, and medical as well as pedagogical), and regular meetings shall be held for the reception and discussion of papers and for promoting investigations."

"The papers and results will be published as transactions, and may eventually be embodied in a periodical distributed free to members and sold to the public."

"The object of this development will be to focus enlightened public opinion upon the larger educational questions, and the Council consider that no existing body is better qualified for this work than the Teachers' Guild, because its membership is not restricted to those directly engaged in teaching, and it would be essential to induce administrators, members of Education Authorities and others in touch with education at various points, to become members and to join in these meetings and contribute papers."

The remainder, dealing with the question of accommodation, club, &c., was deferred for further consideration at a later date.

A Meeting of the Council was held at 74 Gower Street, W.C., on December 12, 1913. Present: Miss H. Busk (in the chair,

the President being absent), Miss M. Cocking, Miss H. E. Downs, Miss S. Green, Miss H. A. Martin, Mrs. J. White.

The minutes of the last meeting were read and confirmed.

The minutes of the special meetings of the Council of November 3 and December 4 were taken as read, and confirmed.

The pamphlet regarding the Conference of Teachers of English at Stratford-on-Avon to be distributed with the next issue of the *Quarterly*.

Delegates to P.N.E.U. Conference at Darlington were appointed: Mrs. Henry, Collegiate Hall, Sheffield; Miss J. Cannon, St. Augustine's, Darlington.

The Report of the "Half-Time" Joint Committee was received.

The resolutions of the Association of Head Masters of Secondary Schools in the Midlands on "Appeal" were received, and referred to the Education and Library Committee for consideration and report.

Comments from Education Authorities and Chambers of Commerce on the resolutions of the Council on Continued Education were read.

The Report of the Hon. Treasurer, being the Audited Statement of Accounts for the twelve months ending September 30, 1913, was received and adopted.

It was agreed that the decision of the Council to print the papers to be read at the Conference in slip form and distribute them before the meetings be re-affirmed.

Miss Green promised to report the meeting on Rural Education for the Conference Report.

The advisability of some mention of possible future developments of the Guild being mentioned at the Annual General Meeting was discussed. It was decided that such an announcement would be premature, but, it was proposed by Miss Foxley and seconded by Miss Green, and carried, that "some mention might be made of the proposal to form a Club open to persons interested in Education."

The Report of the Executive Committee was received.

Organizing.—Agreed to delete "s" in Report in the word "Centres," and add the name of Miss Johnson as Hon. Secretary *pro tem*. of the Cambridge Centre.

Political Committee.—It was agreed to alter Resolution 1 on the Constitution of Education Committees to conform with the Chairman's opinion, send it to him for approval, and if adopted by him to insert it in the Report.

1. *Constitution of Education Committees*.—The Council accept Mr. Pease's statement that the Government is irrevocably committed to the municipal basis in education, and does not propose any substantial alteration of the Local Education areas; but regrets that no proposals have been put forward for some modification of the constitution and powers of Local Education Committees in the direction of securing the co-operation in local educational administration of a larger number of persons specially interested in, and qualified for, the work. Under such conditions, the Education Authority might well be given increased powers, subject to municipal control over the gross expenditure on education.

The Council further consider that means should be found for ensuring that in future women should take a larger share in local educational administration than is the case under existing conditions.

2. *Elementary Education in Rural Districts*.—The Council regret that Mr. Pease's proposals with respect to elementary education are stated in vague terms. Many important developments are required in elementary education, particularly in rural areas, which ought in future to supply a larger proportion of well educated pupils for the Secondary Schools and Universities and for the teaching profession. The Council are not satisfied with Mr. Pease's statement that, while voluntary schools will continue to be recognized as an integral part of the educational system, the Government will "modify existing arrangements." In their opinion, the Government should deal with the single-school area question in rural districts on bold educational lines. Local Education Authorities should be given greater powers over the appointment, transfer, and dismissal of teachers in all schools, if they are to be held responsible for the efficiency of elementary education in their areas. Both on grounds of economy and educational efficiency, large powers should be given to group schools and to transfer children to the schools best suited to their educational needs.

3. *Secondary Education*.—The Council welcome the proposals of the Government to define more precisely the obligation of Local Authorities in respect of secondary education, to give increased rating powers, and to extend generally the organization of secondary schools. Whether by legislative or administrative order,

the Board of Education should be empowered to register efficient secondary schools after proper inspection. Increased aid from the Central Authority to secondary schools should be contingent on the establishment of adequate scales of salaries for teachers.

Modern Language Holiday Course Committee.—The report was received and adopted, with a proviso that, if a course in English at Lübeck were decided upon, the consent of the Council should be obtained.

Thrift and Benefits Committee Report was received and adopted.

"Holiday Resorts" Committee Report was received and adopted.

The Annual Report, with the alterations passed by the Council, was approved.

The next meeting was fixed for Saturday, January 10, 1914, at 2.30 p.m.

At the close of the meeting the minute of the Special Meeting of the Council of December 4, 1913, dealing with the future development of the Guild, was discussed, and the Vice-Chairman of the Council agreed to draft a report of the conclusions arrived at, circulate it among the members of Council present, and bring it up at the next meeting on January 10, 1914.

A meeting of the Council was held at 74 Gower Street, W.C., on January 10, 1914. Present: Rev. Canon J. B. Masterman, President (in the Chair), Miss H. Busk, Mr. J. Brough, Miss M. Cocking, Mr. G. F. Daniell, Rev. H. V. Dawes, Miss H. E. Downs, Mr. G. P. Dymond, Miss S. Green, Miss H. A. Martin, Mr. H. A. Nesbitt, Miss K. Stevens, Mrs. J. White.

It was proposed by the President, and seconded by Mr. Dawes, and carried unanimously, "That Miss Busk be elected Vice-Chairman for the coming year."

It was proposed by Miss Busk, and seconded by Mrs. White and carried unanimously, that Mr. G. F. Daniell be elected Deputy-Chairman for the coming year.

It was proposed by Mr. Dawes, and seconded by Miss Green and carried, that Miss Downes and Prof. Green be asked to serve on the Executive Committee in the place of Mr. Charles and Canon Dennis (resigned), and that the remainder of the Committee be re-elected.

It was agreed to re-elect the Political Committee; to re-elect the Education and Library Committee, adding Dr. Brough, Miss Dale, Mr. N. Hodgson; to re-elect the Finance Committee, adding Mr. Oliphant; to re-elect the Organizing Committee, omitting Miss Dale and adding Mr. Humberstone; to re-elect the Modern Languages Holiday Courses Committee, the Thrift and Benefits Committee, the Legal and Professional Advice Committee, the "Holiday Resorts" Committee, the Psychological Research Committee, adding Dr. Brough and the Rev. H. V. Dawes.

It was proposed by Mr. Dawes, and duly seconded and carried, that the Psychological Research Committee be asked to co-opt members to the Committee as far as possible from members of the Guild.

The Political Committee was instructed to carry on their work regarding Pensions, to watch legislation proposals, and to consider the Education Bill as soon as published.

The Education and Library Committee was instructed to consider the questions of After-Care Committees, Junior Labour Exchanges, and how to get into touch with employers of labour.

The question of the future of the Guild was discussed. It was proposed by Mr. Dawes, and duly seconded and carried, that the Executive Committee should deal with the whole question, formulate a definite scheme, and draft a preliminary prospectus.

The dates of the meetings of Council were fixed for January 29, and the first Friday in March, June, and November, at 4.30 p.m.

The dates of the Executive Committee were fixed for January 22, and then the third Thursday in each month.

The Report of the General Secretary was received.

It was proposed by Mr. Nesbitt, and duly seconded and carried, that the seventeen applicants for membership be duly elected—namely, London, 16; Manchester, 1.

It was proposed by Miss Green, and duly seconded and carried, that a vote of thanks be accorded to the Hon. Treasurer (Miss H. Busk) and the Conference Secretary (F. Fairman) for the work done in connexion with the 1914 Conference of Educational Associations.

A meeting of the Council was held at 74 Gower Street, W.C., on January 29, 1914. Present: The President, Canon J. H. B. Masterman (in the Chair), Dr. J. Brough, Miss H. Busk, Mr. R. F. Charles, Miss M. Cocking, Mr. G. F. Daniell, Miss H. E. Downs, Miss S. Green, Mr. N. Hodgson, Mr. J. L. Holland, Miss M. R. N. Holmer, Mr. P. B. Ingham, Mr. J. Oliphant, Mr. F. Storr, Mr. J. A. Turner, Mrs. J. White, Mr. W. H. Winch, Mr. J. S. Wise.

Arising from the minutes, Mr. Winch stated that he thought it would not be advisable to make a hard-and-fast rule that no one other than members of the Teachers' Guild should be co-opted to the Psychological Research Committee. He hoped the Council would grant the same latitude in this respect as the Committee had in the past. The President stated that it was a counsel of perfection that only Teachers' Guild members should be co-opted.

It was proposed by Miss Busk, and seconded by Miss Cocking, and carried, that the four applicants for membership be duly elected—viz. Brighton, 1; London, 3.

Letters of resignation were received from Mr. Holman and Mr. Nesbitt.

It was proposed by Miss Busk, and seconded by Miss Green and carried, that a letter of regret be sent to Mr. Nesbitt, thanking him for his services to the Council and Committees.

It was proposed by Miss Busk, and duly seconded and carried, that Mr. Charles be asked to remain on the Executive Committee.

The Report of the Hon. Treasurer was received.

It was proposed by Mr. Oliphant, and seconded by Mr. Storr and agreed, to confirm the minute of the Executive Committee regarding the taking part in the proposed Educational Conference at Letchworth in July, 1914, co-operating with the Letchworth 1914 Celebration Committee and the Workers' Educational Association.

It was proposed by Mr. Oliphant, seconded by Mr. Daniell and carried, that a Special Committee of five, in addition to the Officers, be appointed to arrange a Conference at an early date for the purpose of forming a Society of Education, with power to act.

The following were nominated to serve on the Special Committee: Mr. Storr, Mr. Holland, Miss Downs, Mrs. White, and Mr. Walsh. The name, purpose, and membership as proposed in the scheme to stand, the remainder being suggestions only.

It was agreed that the day of the Conference should be a Saturday, in the afternoon.

The Council then instructed the Organizing Committee to report on the possibilities of finding suitable accommodation for the Teachers' Guild.

The date of meeting of the Special Committee was fixed for Wednesday, February 4, at 4.30 p.m.

SOCIETY OF EDUCATION.

For some months the Council of the Teachers' Guild has been considering the future of the Guild, with a view to developing its activity. The success that has attended the January Conferences arranged by the Guild, and the fact that the Guild is shortly to vacate its present premises in Gower Street, suggest that the time has come for the consideration of future policy. As the outcome of much deliberation, the Council has decided to propose the formation of a Society of Education, to take over part of the work that has hitherto been included in the scope of the Guild's efforts. It is thought that it will be easier to secure the co-operation of existing educational organizations if a new society is established, in which teachers, educational administrators, and all who are interested in education, can meet on equal terms for the study of the more fundamental problems of education. It is suggested that any existing educational organization shall be able to affiliate, but the terms of affiliation have still to be settled. To consider this, and to hear more of the scheme in general, the Teachers' Guild has invited the various educational organizations in London to send representatives to a meeting on March 7, when a full opportunity will be given for discussing the arrangements of the proposed Society. In the case of any societies that cannot choose their representatives before the date of this meeting, the Guild has invited the President and Secretary to attend, on the understanding that by doing so they do not commit their Society.

Some of those who have already been consulted in regard to these proposals have not been disposed to regard with favour the addition of another to the already existing number of Educational organizations. The Council of the Teachers' Guild believes that such a "clearing-house" of Educational ideas as is contemplated in this Society of Education might gradually be found to afford a common meeting ground for educational students, and so obviate the need for the multiplication of organizations of a more sectional character. The great weakness of educational opinion in England is that it has no voice to speak for it. A society that has no sectional interests, either religious, political or economic, to serve, but is solely interested in education for its own sake, might exercise a powerful influence over the development of National Education. Feeling confident that such a society is needed, the Council of the Teachers' Guild is making this effort to establish it.

It is not intended that this new society should in any way interfere with the present work of the Guild, which will, it is hoped,

develop considerably, particularly on its social side. In finding fresh premises, the Council has in view the need for a club for teachers in a central position, with facilities for residence. In the opinion of the Council, the formation of the new Registration Council will make the work of the Guild in bringing together teachers of all kinds more important than ever.

A meeting of the London Centre of the Teachers' Guild, at which Sir Robert Blair will preside, will be held in University Hall, Gordon Square, at 8 o'clock on Wednesday, March 18. Mr. Shadrach Hicks, Principal of Shoreditch Technical Institute, and Miss Helen Smith, B.A., Lady Superintendent of the Women's Classes at the Borough Polytechnic Institute, will give addresses on "Trade Schools." Tickets (price 6d.) for friends of members can be obtained by application to the Honorary Secretary at 74 Gower Street.

OBITUARY.

THE LADY OF ST. ABBS.

A WORKER gifted with unusual strength of purpose has just passed away in the person of Miss Jane Hay, a Scotswoman, of St. Abbs Haven, Berwickshire, who died suddenly in the South of France just after we had gone to press last month. Miss Hay will be permanently remembered for her effort to improve the standing and surroundings of the fisherfolk, and notably the children of the community, at St. Abbs and neighbourhood, where a striking personality served to strengthen the influence. "The Boys and Girls' Rocket Brigade" she brought into being was not only remarkable but unique in its way, for it secured training in life-saving by aid of drill and miniature apparatus that reproduced the system adopted at all British ports. Her school for diving she established, the first of its kind, was recognized as qualifying for certificates under the Secondary Education Committee of the county, and she was the first, and for some years, the only woman secretary of a life-boat station. As member at various times of public bodies (the Edinburgh School Board and Parish Council, the Collingham School Board, the Berwickshire Insurance Committee, and others) she brought in valuable experience to bear on questions touching the welfare of the children she loved so well, both *en masse* and individually; and her advice was sought far and near.

But the activities of so large a nature were not limited to her own country. Miss Hay helped to administer a relief fund after the Greco-Turkish War in 1897, and also, some fifty years ago, to organize a relief centre in a famine-stricken district of Russia; and she had a part too in founding the Scottish-American Mutual Assurance Society. In the home circle at the Haven, Miss Hay enjoyed untiring opportunities of gratifying, directly and indirectly, her taste for art and letters. All personal pleasures were, however, but in the service of a life deliberately dedicated, from its early years, to the children of the children in her own country and chiefly the children of her own countryside.

UNIVERSITIES AND SCHOOLS.

LONDON.

The Joint Committee for the Promotion of the Higher Education of the Working People have published a report on their work for the first four years, 1909-1913. Instructed by the Workers' Educational Association, this new movement approaches the problem of working-class education not perhaps with different ideals from those of the founders of the University Extension movement, but with a new driving force, coming from the workers themselves. It would be unfair to suggest that the older movement has worked itself out, but to a large extent it has transferred itself to the middle classes. It tends to develop a type of culture which makes but a limited appeal to the working man. The work of the Joint Committee in London, under the chairmanship of Sir Henry Miers, appears to have been prosecuted with energy and success. Thus the number of classes, each composed of some thirty students, has increased from five in 1909-10 to thirty in 1913-14. Students pledge themselves to continue study for three years and to produce paper work, which, it is stated, is often of the best order. The tutors are University men of good academic attainments, and are carefully selected with a view to their establishing sympathetic relations

with their students. We gather from the report (with which a banker's order is enclosed) that the difficulties are mainly financial.

A class costs about £80 to carry on for a year. The funds are provided by grants from the Board of Education, the Local Education Authorities, the University, and other sources. In 1913-14 the total cost amounted to £2,278, of which nearly £300 appears as deficit. From the statistics quoted there appears to be some danger that the fate of the University Extension Movement may overtake the new movement, for 156 out of 635 students are described as "clerks," the next largest category being forty engaged in the building trade, thirty-six printers, thirty teachers, twenty-five shop assistants, twenty-one housekeepers, and seventeen engineers. Economics, history, and political science are the most popular subjects. One characteristic feature of the movement is that no diplomas or other rewards are sought for or granted.

The M.A. Degree is now open to Internal Students under regulations approved by the Senate.

An offer has been accepted from Mrs. Keddey Ray Fletcher to transfer to the University, as a memorial to her late husband, Dr. Keddey Ray Fletcher, and to his sister, Mrs. George Warr, the property known as "Goldings," at Loughton, Essex, for the endowment of one or more post-graduate students, not confined to London graduates.

Regulations have been approved for the award of the Sir John William Lubbock Prize in Mathematics. A bequest of £1,000 was given to the University by Lord Avebury for the purpose.

Dutch has been approved as a subject for the Intermediate Examination in Arts, and Celtic for the B.A. Honours Degree for External Students. Irish has become a subject of the B.A. Pass Examination for External Students.

OXFORD.

The Responsions Statute is going slowly through Congregation.

Responsions Statute.

Proposals to lower the number of necessary subjects were resisted, the Principal of Brasenose making a weighty plea that English Composition should be retained as a compulsory subject. On the other hand Mr. Snow's proposal to make Greek Composition an alternative to translation was carried, as was the proposal to make Algebra and Geometry alternative as they are now. Compulsory Latin Prose was saved by one vote. Mr. Snow's sporting proposals that dictionaries and grammars should be supplied met with little support. On March 3 a crop of "twelve-member" amendments come up for consideration. The most interesting is the Master of Balliol's proposal that the principle of compensation between subjects should be admitted. If it is carried, the objections to compulsory Greek and to Latin Prose will be slightly diminished. The principle is already, we believe, recognized to some extent in the Certificate Examination, but hardly, if at all, in Responsions. Another amendment proposes to remedy an objection that the statute takes the control of the Examination out of the hands of the University by providing that Examiners shall be appointed from and by Congregation.

The Statute for the Reform of Council has passed Congregation by a narrow majority, in spite of the protests of the Professors. Its supporters made much of the new system of transferable voting, by which any

Hebdomadal Council.

class of persons should be sure to secure representation. The difficulty of such proposals is that academic democracy, with its absence of strong parties and its personal relations, is a curious and wonderful thing, whose workings are very hard to predict. It would be a valuable study in political science if someone would examine thoroughly into its working in Oxford and Cambridge. We are constantly being treated in Congregation with disquisitions on democracy based on political experience, which have little application to our peculiar conditions.

The Committee for Anthropology has presented its annual report, which shows a remarkable growth in the study of the subject. There have been this year forty-one

Anthropology.

students in the School, of whom twenty are Government officers or probationers. The Committee state that they have submitted to Council a memorandum on the desirability of raising the subject, which is now studied in a Diploma course, to a full subject in the Final Honour School of Natural Science. The school has certainly deserved promotion, but it will need financial endowment beyond the present means of the University if it is to be sufficiently endowed. It is a scandal, for example, that we have no professor. A great deal of the success of the school is due to the indefatigable energy of Dr. Marett, the Reader in Anthropology.

The Finance Board has published, through the Hebdomadal Council, a most interesting series of returns, showing the revenue and expenditure of the colleges, and their contributions to the University. The net revenue of the colleges vary from £30,000 to £2,480. Six colleges, Queen's, New College, All Souls, Magdalen, Christ Church, and St. John's have a net revenue of over £17,000, ten of under £8,000. Most noticeable is the considerable amount given by colleges to University purposes over and above their statutory obligations, £6,066 in all. It is a great gain at last to have some reliable figures on a subject which is always being discussed, but seldom with knowledge.

We have all received our forms from the Registration Council, but it is hard yet to say how many tutors are likely to register. There seems to be a fairly widespread feeling that University teachers should take their place in the organization of the teaching profession, but a good deal of wondering as to what will come of it.

The Magazine last week raised a very important question in an article complaining of the very inadequate stipends of the science demonstrators in the University.

Demonstrators.

Science has grown up so much outside the college system that little is known of the organization of the scientific departments, and the ordinary tutor, secure in his fellowship and his salary from the tuition fund, learns with a shock that most science lecturers and demonstrators get salaries of between £100 and £200 a year.

We are all enjoying the "Acharnians." Memories of the play did not promise very much, but the result is delightful, thanks to Mr. Bailey's work as producer, Mr. Llewelyn Jones's excellent Dikaiopolis, and, above all, Sir Hubert Parry's rollicking, humorous music.

CHERWELL HALL.—Nine students entered for the examination for the Cambridge Teachers' Certificate in December last, all of whom passed, two being placed in the First Class, five in the Second Class, and two in the Third Class. One student obtained Distinction in the History of Education. Miss Halstead obtained the Geography Diploma of the University of Oxford.

CAMBRIDGE.

We have really had very little history this past month—though lectures innumerable from our own members and from visitors. Notable among the visitors have been Prof. D. S. Cairns, of Aberdeen, who gave four apologetic lectures on "The Reasonableness of the Christian Faith," attended week by week by some six or seven hundred members of the University and the Women's Colleges—and Canon Peter Green, of Manchester, who tried to persuade us that the "greatest spiritual issue of to-day" is women's suffrage, a curious proposition for a clergyman, but Canon Green was an epigrammatist from his youth up. "Q" has lectured, as the London papers will have told your readers—the only one of our Professors so honoured.

We have a new Professor of Civil Law in Mr. W. W. Buckland. It is a Crown appointment; and it is whispered to me that quite a number of people were convinced that some one else was to have it on political grounds, and were horribly shocked when they found Mr. Asquith "did the right thing." Mr. Buckland has written the most authoritative work there is on the Roman Law of Slavery. He makes the eighth Professor now among the Fellows of Caius College. Eight Professors out of twenty-nine Fellows is probably a proportion that has never been exceeded.

The Christian Evidences Society which brought Prof. Cairns here this term brought us the Rev. P. N. Waggett some years ago; and once come, he stayed and still stays. He is to be our next Hulsean lecturer, and if ever Hulse's benefaction is to be turned to its original purposes it should be now. For it must be owned that youth and the appeal to youth for the defence of the Gospel are not what we generally associate with the Hulseans. However, Father Waggett has a tolerable acquaintance with youth and is likely to use an opportunity.

This leads me to speak of a menace lately directed at an institution. From time out of mind the *Cambridge Review* has printed the University Sermon. This term all lovers of our traditions and of University Sermons have been shocked by the proposal of some bold, bad man that the sermon should be printed no more in the *Review*. The

The University Sermon.

editor gave warning of the plot on foot, and according to his own account (and he ought to know) he has been overflowed with letters of protest. So the landmark is saved.

The Medical people still want to be pensioners of the Government. They have made out a list of the teachers and others they could do with and added up their stipends to £7,500, and tell us that with their number of students the grant might be £4,600.

A recent number of the *Reporter* (No. 1989, pages 564-571) contains a long report from them. One can still hope they may be defeated. *Auri sacra fames!*

Lord Strathcona has left John's College £10,000. A great controversy is raging over the nursing home. &c. There really are two, only this is not everywhere recognized; and terrible issues are involved if

something is not done (I think) by the Colleges to subsidize the one we have heard about. But why the Colleges should subsidize a concern of a type that pays its own way well enough elsewhere, I don't know. You will not want me to tell you about the Lent Races, and I am quite certain as to the last rumour about Mr. Lloyd George's visit to the Union. Anyhow, ladies will not be admitted.

WALES.

An important deputation, including Lord Kenyon, the Senior Deputy Chancellor of the University, the Earl of Plymouth, and the Principals of the three University colleges, has waited upon the Chancellor of the Exchequer to urge upon him the case for making a Government contribution towards the maintenance of the Medical School which it is proposed to establish at the University College, Cardiff. The school has been made possible by the generosity of the new Welsh knight, Sir W. J. Thomas, who has contributed the munificent sum of £30,000 towards the estimated total cost of £90,000. It is now announced that an anonymous donor has promised the remaining £60,000, so that all anxiety as to the provision of the equipment of the buildings has been removed. An appeal is now made to the Government to make a grant towards the annual expenditure and general upkeep of the school, and a very strong case in support of the appeal was submitted to the Chancellor. The University of Wales has so far been unable to exercise any considerable influence over the medical curriculum of its students, as at present the Cardiff School is only organized for a three years' course, the remaining two years of the course being spent in London or elsewhere. It is now proposed to equip the school so that it may provide a complete training for medicine and surgery. Luckily, there cannot be one of the time-honoured battle of sites over the question, because Cardiff is the only town which contains sufficient hospital accommodation for the purpose. The Chancellor gave a most sympathetic reply, and promised a substantial grant, after receiving the report of an expert committee which it is proposed to appoint, to advise as to its allocation.

The Superintendent of Education for Swansea has submitted to the Education Authority an elaborate report on the teaching of Welsh in the Borough, in which he sets very forcibly and succinctly the arguments for giving the native language its proper position in the curriculum of the elementary schools of the town. He divides the schools into two classes, the schools in the central areas of the town, where Welsh is little spoken, and the schools on the outskirts, where Welsh predominates. Mr. Rees proposes to solve the problem by making Welsh optional in the former, and compulsory in the latter, and this appears to be a reasonable and satisfactory compromise. The Education Committee by a large majority adopted the suggestion of the Superintendent, but for some inscrutable reason the Council, in an equally decisive manner, referred the whole question back again for further consideration. There was a very strong opposition on the part of several members to compulsion. A small sub-committee has now been appointed to ponder further over the matter, and to bring up more reports, which will be rejected or tied up with red-tape. One rather ingenious argument against bilingualism was advanced during the course of the debate, and it is really refreshing to hear something new on this ancient question. It was confidently asserted that bilingualism is largely responsible for stammering among children. Is there any physiological basis for this statement, or is it the discovery of a local debater, who has some difficulty in confounding his opponents? He has, in any case, raised an interesting point in connexion with language teaching, but until we get some fresh evidence, we are inclined to be a little sceptical about its truth.

At the Court of Governors of the College, over which the Earl of Plymouth presided, there was a long discussion on the inadequacy of the grants which the College receives from the Government. The Treasurer (Mr. H. M. Thompson) expressed the hope that one result of the quinquennial visitation which has just taken place would be a substantial increase in the grants for all Welsh Colleges. At present, the College at Cardiff received in grants a sum which was much smaller in comparison with the number of students than either of the other two Colleges, which is not fair treatment. With a larger number of students, the College naturally required a larger staff, and, besides, they had more expensive departments. Principal Griffiths thought that their financial position was so unsatisfactory, that unless it is rapidly improved the College will be prohibited from undertaking really advanced work, and will soon become merely a higher secondary school. When it is remembered that three-fourths of the students were originally pupils of primary schools, it is in the interests of the poor people of Wales that ample provision should be made so that their degrees shall be maintained at a high level. The disparity between the Colleges is shown by the following tables. If the grants are divided according to the staffs, it is found that Aberystwyth receives £111 per head, Bangor £122, and Cardiff only £78, and when compared as regards the number of students, Aberystwyth received £9. 4s. per student, Bangor, £12. 12s., and Cardiff, £7. These figures seem to prove conclusively that the treatment of Cardiff College is unfair and ungenerous.

The National Library Committee have arranged to send deputations to the chief towns of Wales, and to many industrial organizations, to try to excite their interest in the institution. Considerable success appears to have attended their efforts so far, though there is still a large deficit to be met on the building fund. In a pamphlet, which the Library has issued, we are told that the cost of the whole scheme is nearly £200,000, and that the buildings in the first part of the scheme will cost about £106,000. Towards this sum the Treasury will contribute £50,000, and £30,000 has been subscribed. There therefore remains £26,000 still to be raised.

An energetic and useful organization bearing this name has been in existence in Wales for two or three years. It is quite undenominational, and deals entirely with social problems affecting the people of Wales. Canon Buckley, the Archdeacon of Llandaff, is its present chairman. The subjects discussed during the past year were of practical importance, such as "The Industrial Schoolboy on Welsh Farms"—a question into which the Home Office is now inquiring—and "Welsh Social and Economic Changes of the Nineteenth Century," &c. The school will meet during the current year at Llandrindod Wells during the month of August.

SCOTLAND.

The Carnegie Trust has assigned to St. Andrews University a grant of £37,500, to be paid during the next five years. Of this sum £21,800 is allocated to St. Andrews and £15,700 to University College, Dundee. The St. Andrews portion of the grant is to be devoted mainly to the repayment of expenditure on buildings and to the University Library. The Dundee portion is to be expended on the endowment of a lectureship in Geology, on the engineering laboratory, and on building and purchase of ground. The Senate and Court have had under consideration the proposal to establish a Law School at Dundee by the appointment of lecturers in several law subjects. It has been decided that in present circumstances the proposal should not be adopted. The Senate has resolved that, after the present academic year, the custom of giving class prizes should be discontinued. Mr. John McHenry, Lecturer in Convancing at University College, Dundee, has resigned his lectureship, and the University Court has resolved to defer for a year the making of a new appointment. The General Council at a recent meeting considered the question of making a representation to the Carnegie Trust against the Trust's policy of voting the grants to the Universities mainly in the form of capital and not in that of income. The question was referred to a committee for report. The number of matriculated students in the Martinmas term was 498 (including 194 women), an increase of 5 as compared with last year. There is an increase of 21 in the number of men, and a decrease of 16 in the number of women. At St. Andrews there were 300 students, including 127 women, and at Dundee 198 students, including 67 women. Mr. S. C. Bate, B.Sc., has been appointed Assistant in Chemistry at University College, Dundee.

The University Court has adopted the report of a committee in favour of the proposals of the Association for securing higher instruction in Scottish rural schools, and has agreed to transmit copies of the

Glasgow.

report to the Secretary for Scotland and to the Scotch Education Department. The Court has also approved the recommendation of the Senate that Scottish History should be a subject in which a double course may be taken for the ordinary degree of M.A., and that the course of modern history, which must be taken along with it, may be attended either before or in the same year as the course of Scottish History. The next Commemoration Day is to be June 23, when Emeritus Professor Sir Hector Cameron will deliver an address on Lord Lister. Mr. J. D. Falconer, D.Sc., Lecturer in Geography, has been appointed to the Swiney Lectureship in Geology at the British Museum, and the University Court has given him permission to deliver the lectures in November or December of the next two sessions. Mr. Charles Cochrane has been appointed Assistant to the Professor of Natural Philosophy, and Miss Marjorie Ferguson has been appointed Assistant to the Lecturer in French. Mr. R. B. Cunningham Graham has been chosen as Socialist candidate for the Lord Rectorship. The Liberal and Conservative candidates have not yet been announced. Principal Sir Donald MacAlister has made satisfactory progress towards recovery from his illness, and he expects to return to Glasgow early in March.

The University Court has approved a recommendation of the Senatus regarding post-graduate instruction for advanced study and research in Mathematics, graduates being allowed to attend without payment

Edinburgh.

of a fee. It has been resolved to institute a degree of B.Sc. in engineering mining. Draft regulations for the diploma in Education have been approved by the Court.

The annual conference of the Students' Representative Councils was held at Glasgow on January 30 and 31. The conference passed a large number of resolutions, the most important of which were (1) that the preliminary examination in medicine should be made uniform with that for Arts and Science degrees; (2) that the same facilities be provided at the Scottish Universities as at Oxford and Cambridge for the study of Oriental languages and literature; (3) that in each of the Universities lectureships should be instituted in the history of medicine and in comparative religion, and (4) that the conference approve the general wearing of academic dress by the students of the Universities, and of the compulsory wearing of such dress on all official occasions, and crave the Senatus of each University so to ordain.

The Scottish Inter-Universities' Conference in the interest of modern languages met at St. Andrews, and passed resolutions to the effect that the Honours Examination in modern languages in the four

Modern Languages.

Universities should be placed on a uniform basis, and should take place uniformly in the four Universities at the end of the summer term; that a year's study abroad should take the place of training; and that English on the ordinary standard should be made a compulsory subject for the Honours degree in modern languages.

Meetings have been held at Dundee and Paisley in favour of the movement for Enlarged School Board areas. At Dundee Mr. Whyte, M.P., and Prof. Burnet, of St. Andrew's, were the chief speakers. At

Enlarged Areas.

Paisley Mr. D. T. Holmes, M.P., and Col. J. W. Greig, M.P., were among the speakers, and a letter was read from Sir Henry Craik, M.P., strongly supporting the movement. The appearance of Scottish Members of Parliament at these meetings is significant. It suggests that at last there is the possibility of some real progress towards a reform of the present system.

IRELAND.

The Board of Trinity College have appointed Dr. Louis Claude Purser, F.T.C.D., and Mr. J. G. Smyly, M.A., F.T.C.D., to the posts of Senior Proctor and Librarian respectively, left vacant by the death

Universities.

of the late Dr. Abbott.

As the Professorship of Mathematics has been vacated by Dr. Burnside on his election as Senior Fellow in the room of Dr. Abbott, the Board have appointed Mr. Stephen Kelleher, M.A., F.T.C.D., to the post.

At last there seems some prospect of a settlement whereby the £40,000 grant may be secured for Irish Secondary Education. In reply to a question in the House of Commons on February 19, Mr. Birrell

Secondary Education.

stated that a Bill regulating the application of the grant would

be introduced early this session, and held out hopes that the grant might be placed on the July Supplementary estimates.

The Association of Secondary Teachers, which has worked hard to secure the grant, has issued a pamphlet entitled "Secondary Education in Ireland and the Secondary Teachers," which is interesting, if rather depressing, reading. One section deals with the position and finance of the Intermediate Board, and points out that the sum given annually to aid Irish Secondary education (£79,526 according to the latest returns) is drawn wholly from Irish sources, and that Ireland receives nothing corresponding to the Treasury grants in the other countries (£800,000, £287,000, and £88,000 in the case of England, Scotland, and Wales respectively). The grievances of lay secondary teachers in the Catholic schools are set forth by one of their number in another section, various witnesses, Catholic and Protestant, being cited in support of the facts adduced. The Catholic lay teacher is worse off in respect of salary than his Protestant *confrère*; the salaries of £82 for men and £48 for women given as averages in Messrs. Dale and Stephen's report were based on returns drawn from Catholic and Protestant schools alike; many Catholic teachers, it appears, receive no more than 15s. or 20s. a week, with no pay during vacation. They have, moreover, to complain of the want of fixity of tenure, of chances of promotion, and of provision for old age or sickness. In the clerical schools—which now cover nearly the whole field of secondary education, so far as Catholic Ireland is concerned—the teacher's position is completely in the hands of the head master, from whose decision there is no appeal. In the Protestant schools, which are generally controlled by a Board of Governors, the case of the assistant teacher is better; though even here there is doubtless room for improvement. Things being as they are, it is not surprising that the majority of young Irish University graduates, men and women, who desire to take up teaching as a regular profession, emigrate as soon as they have finished their studies or training.

The final volume of evidence laid before the Viceregal Committee

Primary Education.

of Inquiry into Primary Education was issued at the end of last month, and at the same time the Report of the Committee also appeared. The chief item of interest in the former is the investigation of the notorious Mansfield case, concerning which one of the Commissioners (Major G. Dease), Miss Catherine Mahon (President of the Teachers' Organization), and Mr. Mansfield himself were heard at length. Miss Mahon, speaking on behalf of the teachers, brought complaints against the Inspectorate for the high-handed manner in which their duties were frequently discharged, and against the Board, which was practically inaccessible to deputations or representations of teachers' grievances.

In their Report the Committee state that they held sixty-five meetings, fifty-three of which were devoted to receiving evidence. Sixty-five witnesses were examined, amongst them Commissioners of the National Board, the Resident Commissioner (Dr. Starkie), and numerous officials of the Board, school managers, representatives of associations, and thirty-three teachers. The Report gives a historic sketch of the Irish system of national education, noting that it presents some features unparalleled in the educational systems of other countries. It consists at present of twenty members, appointed by Government, chosen rather for their prominence in public life than for special educational experience, and unpaid. These meet once a fortnight in the afternoon, and the attendance is necessarily fluctuating. The chief administrator, the Resident Commissioner, is at once a paid official and a full member of the Board, with very large powers. The Board is not a department under regular State control, except so far as the consent of the Treasury has to be obtained for every item of expenditure; nor is it subject to any popular control, whether local or Parliamentary; the system is therefore essentially bureaucratic. It has no power to raise money by rates, all funds being provided by the Treasury, which also controls its expenditure. The teachers are Civil Servants only in so far as their salaries and pensions are paid by the State; they are appointed and dismissed by the managers, subject to a certain control of the Board. The Managers are persons recognized by the Board who provide—or represent those who provide—the fabric of the schools, in some cases with State aid; they have practically the government of the schools.

The Report deals at length with the changes and reforms made in the year 1900 and their subsequent working, and offers criticisms on these, which may be grouped under the following main heads. A. The Inspectorate. The changes made in 1900, it is pointed out, were in the direction of bureaucratic control. At present the relations between senior and section inspectors are ill-defined and unsatisfactory; the former have little effective control, the latter often pursue their own way untrammelled by responsibility. The frequent changes of circuit inspectors are animadverted on, as

rendering it difficult for an inspector to become really acquainted with his schools; and the number of schools in each district increases the difficulty. Moreover, such changes largely account for the absence of uniformity in assigning merit marks to teachers, on which the Report lays some stress. The Committee are inclined to favour the contention of the teachers that every inspector should have practical experience as a teacher—not necessarily as an elementary teacher. They consider the initial salary of an inspector, £150, insufficient to attract highly qualified men. They recommend a redistribution of inspectors' districts so that the sole responsibility for reporting on one district shall rest on one inspector, who, if possible, shall be retained for some years therein. They recommend further that candidates for inspectorships should be appointed on probation for two years, and should at the end of each year of the period be favourably reported on by the chief inspectors; that every school should from time to time be subjected to a thorough inspection, with notice of at least a week to the manager and teacher, to be followed by a full report, such inspection to be made towards the end of the school year; that their reports should be communicated in full to managers and teachers without delay; that all instructions by circular issued to them for the general discharge of their duties should be simultaneously issued to managers and teachers. In view of the increased duties which may be laid on the two Chief Inspectors, they advise the appointment of at least four divisional inspectors. B. Teachers. At present the promotion of teachers depends (1) on the merit mark assigned by the inspector, (2) on the average attendance of pupils, and (3) on a prescribed number of years during which the teacher must have been at the maximum of his previous grade. The Committee strongly recommend the abolition of merit marks and with regard to (2) and (3) suggest an arrangement by which deserving teachers may be transferred from smaller to larger schools and their promotion may no longer be unduly retarded. Finance being outside the scope of the Committee, they content themselves with proposing a readjustment of the existing salaries, with annual instead of triennial increments. They consider that teachers have not at present sufficient power of appeal against adverse reports or of laying their grievances before the Board, and point out that in two well known cases of friction between teachers and inspectors within recent times, the one in Belfast, the other in Clonmel, no teacher received any redress, though the existence of grievances was subsequently recognized. They recommend that appeals from teachers and managers should be facilitated, and that where, in the opinion of the Chief Inspector, a sufficient case has been made out, a re-inspection should be made by officers of superior rank to the reporting inspector, and also that teachers should have fuller facilities for defending themselves against charges brought against their personal character. With regard to the alleged civil disabilities of teachers, they consider it undesirable that National Teachers should take an active part in party politics, but they advise the Board to modify their rule so far as to allow teachers to attend political meetings. C. With regard to the constitution of the Board itself, the Committee observe that, between Board meetings, "the Resident Commissioner is the Board for all purposes of administration," and they consider that some of the suggestions above recorded, notably that dealing with the appointment of four divisional inspectors, would lighten his responsibilities. They pay a high tribute to Dr. Starkie for the vigour and ability with which he has met the difficulties of his post. D. Finally, they suggest a greater elasticity of method, whereby the school program might be varied to suit special local circumstances. They note that "in England there is no such thing as a compulsory subject."

The criticisms of the Committee have, of course, themselves come in for a fair share of criticism. On the whole they have been favourably received by the teachers. At a recent meeting of National Teachers at Thurles, held to consider the report, Miss Mahon, the President of the National Teachers' Organization, described the constructive part of the Committee's Report as lamentably inadequate, owing to the limitations imposed on the Committee—they could not touch the bedrock of the teachers' grievances, the Board itself. Other (outside) critics point out that the exclusion of finance from the scope of the inquiry leaves the root of existing evils untouched; some have hinted that the object of the whole Commission was to draw a red herring across the track and, by engrossing attention on matters of education and administration, to divert it from the danger which threatens Irish primary education in the fact that a permanent and fixed grant, making no allowance for future developments, forms part of the Home Rule Bill. The two inspectors concerned in the Belfast and Clonmel cases dealt with by the Report have sent in strongly worded protests against the action of the Committee, which, they assert, refused to hear their version of the proceedings referred to.

The Classical Association of Ireland held its Annual General

General.

Meeting in Dublin on the afternoon of January 30, for the adoption of report and the election of officers. Prof. J. I. Beare, of Trinity College, was elected President for 1915. In the evening a public meeting was held in the Theatre of the Royal Dublin Society, when the President for the current year, Mr. Justice Ross, delivered a brilliant address on "The Greeks, the Romans, and Ourselves." The chief speaker on the paper was Sir Frederick Kenyon, President of the English Classical Association.

SCHOOLS.

HAILEYBURY COLLEGE.—The following Scholarships and Exhibitions have been gained: J. M. Ellis, Classical Scholarship, Emmanuel College, Cambridge; W. Tatham, Classical Scholarship, Exeter College, Oxford; W. E. H. Banks, Mathematical Scholarship, Clare College, Cambridge; G. C. Allchin, History Exhibition, Trinity College, Cambridge; M. A. Murray, Rustat History Scholarship, Jesus College, Cambridge; W. M. Sankey, History Scholarship, Corpus Christi College, Cambridge; A. H. B. Shipley, History Exhibition, Peterhouse, Cambridge; H. D. Hake, History Exhibition, Hertford College, Oxford; C. M. Crawford, Classical Scholarship, Magdalene College, Cambridge. The following qualified for admission into R.M.A., Woolwich, in January: F. G. W. Radcliffe (9th), D. M. L. Johnston, H. T. Clare, D. R. Critchley; and for admission into R.M.C., Sandhurst: C. D. M. Fowler (1st), A. R. Abercrombie, L. F. Marson, A. T. Peachey, M. R. Singleton, A. Sapte. Mr. C. A. Ronald has returned after an absence of five months in France.

HARROW COUNTY SCHOOL.—Mr. W. H. Richardson having taken up an appointment at University College, Nottingham, a new member of the staff is welcomed in Mr. A. E. R. Church, B.A., who comes to us with a high honours degree in Mathematics. On January 31 an excellent lecture was given at the School by Mr. Pett-Ridge, on "Cockney Humour." The lecture was greatly enjoyed by a large audience. The series of "Music Nights" was continued on February 6 by Herr Emil Krall, who gave a very popular recital on the Violoncello. Only the boys attend these music-nights, which are of the nature of an informal music lesson.

OXFORD, MILHAM FORD SCHOOL.—Prize Distribution took place on February 4. The Principal, Miss C. I. Dodd, announced the following distinctions of the past year: Open Scholarship in English at Lady Margaret Hall, Lucy Pritchard; in Mathematics at University College, Reading, Kathleen Richardson. Oxford Senior Locals, Class I, Honours: C. Ellis, D. Groom, G. Mattock. Royal Drawing Society: fifty-one Honour certificates.

WINCHESTER COLLEGE.—Rev. R. Quirk has been appointed Chaplain in place of Rev. J. T. Bramston, who has retired. R. H. Fowler, J. L. Sowerbutts (music), and G. S. Leach are working here this term.

PRIZE COMPETITIONS.

The winner of the Translation Prize for November is Miss E. M. Alexander, Fisher's Hill, Woking.

The winner of the Translation Prize for January is Walter J. Purton, Esq., 51 Rathmines Road, Dublin.

The February Prize is awarded to "Artegall."

Si on a contesté à Madame de Sévigné la naïveté de ses lettres, on ne lui a pas moins contesté la sincérité de son amour pour sa fille; et en cela on a encore oublié le temps où elle vivait, et combien dans cette vie de luxe et de désœuvrement, les passions peuvent ressembler à des fantaisies, de même que les manies y deviennent souvent des passions. Elle idolâtrait sa fille et s'était de bonne heure établie dans le monde sur ce pied-là. Arnauld d'Andilly l'appelait à cet égard une *jolie païenne*. L'éloignement n'avait fait qu'exalter sa tendresse; elle n'avait guère autre chose à quoi penser; les questions, les compliments de tous ceux qu'elle voyait la ramenaient là-dessus; cette chère et presque unique affection de son cœur avait fini par être à la longue pour elle une contenance, dont elle avait besoin comme d'un éventail. D'ailleurs Madame de Sévigné était parfaitement sincère, ouverte, et ennemie des faux-semblants; c'est même à elle, une des premières, qu'on doit d'avoir dit une personne *vraie*: elle aurait inventé cette expression pour sa fille, si M. de la Rochefoucauld ne l'avait déjà

(Continued on page 200.)

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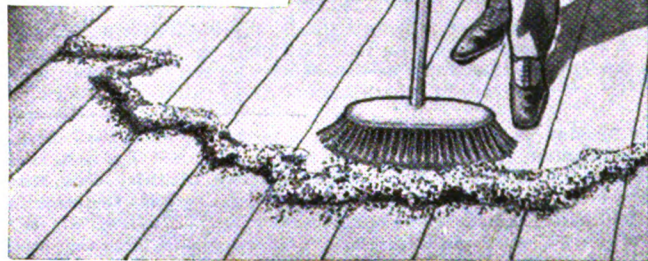
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trouvée pour Madame de La Fayette; elle se plait du moins à l'appliquer à ce qu'elle aime. Quand on a bien analysé et retourné en cent façons cet inépuisable amour de mère, on en revient à l'avis et à l'explication de M. de Pomponne: "Il paraît que Madame de Sévigné aime passionnément Madame de Grignan? Savez-vous le dessous des cartes? C'est qu'elle l'aime passionnément." Ce serait en vérité se montrer ingrat que de chicaner Madame de Sévigné sur cette innocente et légitime passion à laquelle on est redevable de suivre pas à pas la femme la plus spirituelle, durant vingt-six années de la plus aimable époque de la plus aimable société française.

By "ARTEGALL."

It is true that the spontaneity of Madame de Sévigné's letters has been called in question; it is no less true that doubts have been expressed concerning the sincerity of her love for her daughter. Here again allowance has not been made for the times in which she lived, nor for the extent to which in such a life of luxury and leisure a passion may resemble a caprice, even as a folly, under these conditions, often becomes a passion. She worshipped her daughter and had at an early stage won from her world acceptance of the fact. Arnold d'Andilly recognized this when he called her "a pretty pagan." The sole effect of separation was to enhance her tenderness; she had little else to occupy her thought; the questions, the compliments of all the people she met brought her back to the one theme. Eventually this cherished affection of her heart, almost its only one, became as necessary to her bearing and deportment as a fan. Furthermore, Madame de Sévigné was absolutely sincere and frank, a foe to all pretence; she must have been one of the first to whom the word "genuine" was used in describing a person, and would have invented the epithet for her daughter if M. de la Rochefoucauld had not already found it for Madame de la Fayette; at any rate she delights in applying the term to what she loves. When we have carefully analysed and examined in a hundred ways her inexhaustible mother's love we fall back on the view and explanation expressed by M. de Pomponne: "Madame de Sévigné seems to be passionately devoted to Madame de Grignan? Do you know the secret? She is passionately devoted to her." It would be an act of downright ingratitude to take Madame de Sévigné to task for a harmless, natural passion

to which we owe our ability to follow this most talented of women, step by step, through twenty-six years of the most delightful period of the most delightful French Society.

We classify the 229 versions received as follows:—

First Class.—Archie, Edda, Amadan, Editha, Djenane, France, Saxon, Mander, S.X., Gaudeamus, Artegall, Garnet, Fialka, Abacus.

Second Class.—Boggart, Wiccamicus, Menevia, Allobroge, Unbegabte Frau, Eldorado, Gockel, Shakespere, W.R.D., Ballincaroona, Buridan, Scottie, Viola, Borealis, Débutante, C.E.G.W., Katherine Ken, Temperino, Cemvalle, Oakthorpe, Spirits, Nut Cracker, Cunctator, Chicane, Andante, Zamboanga, The Curé, Leek, A.G.D., Felicia, Darseq, Larch, H.L.B., P.O.C., Dane, Pug, Non sibi, Q.E.F., Banshee, H. March, Francesca, Red Indian, Blako, M.A.D., Sphinx, Blue Bird, F.S., Sorrento, R.D.S., Mme Roland, Babel, Christmas Chab, Gothicus, Cairngorm, Peter, Carolus, Badger, Fortes et fidelis, Old Savilian, Pegasus, Emil, Mariana, Beowulf, Zwei in Eins, Billiken, Entente, Edelweiss, W.B.D., Knossos, Marcus, E.L.M.S., Hippo, Floriania, H.M.S., Chingleput, Chantal, Palcum, Désirée Candeille, Horbez, Leodien-cian, Automedon, Klit, Saunton.

Third Class.—S.L., Alone, Red Rose, Aquae Solis, Brumaire, Vivian, A.D., I.C.D., S.L.E.C., G.A., Kyro, Orient, Douai, Kareen, J.A.C., Clement Wreford, Pat, Oiseau, Paganini, Bruno, Silli, Shamrock, Nemo, Ignarus, R.S., W.H.S., E.J.P., G.R.H.S., Mousmée, Débutante, Saxone, R.M.M., J.O.L., Robin Hood, Sparrow, M.M., Gareth, S.E.R., Dorma, M.H.S., Excelsior, J.R., C.F., Mergy, Tranquillus, A daughter of Erin, Nimoise, Johnny, Audax, Rex, Annulus, A.M.D.H., A.S.B., Lavender, Gerard, Clodoald, Moriando Vivo, Bee Dee, Nesco, The Scarlet Pimpernel, Cerise, Chislehurst, Nil Desperandum, Treb, Sirach, A.C.S., R.E.K., Héloïse.

Fourth Class.—Brandwood, Rook, Tubby, Hermia, Sibylla, Bap, Myosotis, Dorothy Green, L.F.D., Tienrab, Kim (Derby), Fereen, Townshend, Grand-père, Nutty, Bear, Omega, Faux Pas, Nettab, Rag Time, Corbeau, Rosa Leigh, R.C.L.S., H.D., D.M.M., Genét breton, Puella, M.A.S., H.H.M., Badger, Tyro, Ellis, F², Joan, Langdon, Hélène, J.A.P., Jan, Nil Desperandum, N'est-ce-pas?, Maidenhythe, Fernanda.

(Continued on page 202)

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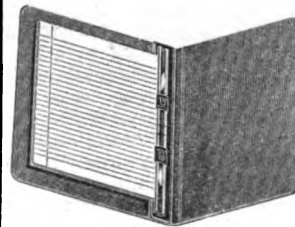
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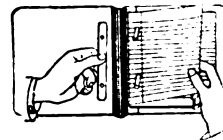


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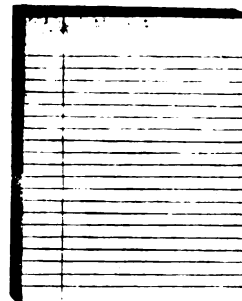
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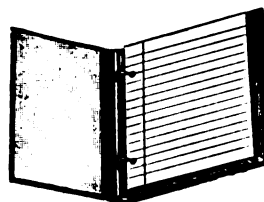
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In his preface to Madame de Sévigné's Letters Ste-Beuve has not only drawn a striking likeness of the writer, but also caught something of her style, and the passage attracted a large field of competitors. There is only one real crux—how to find an exact equivalent for *une contenance*. The phrase is borrowed from the Letters: "M. de Lavardin fait ici l'amoureux d'une petite madame; j'ai trouvé que c'est une contenance dont il a besoin comme d'un éventail." Littré defines it "manière de se tenir, de se montrer." "Pose," "posture," still more "mask," suggests something artificial and unreal; "attitude" is nearer the mark. *Naïveté* presents a similar difficulty. The word as adopted in English has departed farther from the Latin *nativitas* ("naturalness") and always suggests the ignorance as well as the innocence of a child. Here "spontaneity" is perhaps the best equivalent. To pass to minor points: in the first sentence *on* should be turned by a passive; "we" or "one" confounds the writer with the critics he is condemning. *Encore* (in their judgment of her love, as of her letters) was commonly omitted. *Les manies y deviennent des passions*: "caprices are exalted into passions." *Etablie dans le monde sur ce pied-là*: "she had taken her position in society in this character," or, more freely, "as the devoted mother." *A elle qu'on doit d'avoir dit*: the French is ambiguous, but the context clearly shows that it must mean Mme de Sévigné was among the first to apply the epithet "true" to persons, not that the word was first applied to her: Cf. Shakespeare's "a true man or a thief." *Il paraît*: not "it seems as if," but "it is evident." *Le dessous des cartes*: "the key to the enigma." The riddle, of course, is how a brilliant woman like Madame de Sévigné can be passionately attached to a commonplace person like Madame de Grignan, and the answer can be made more effective in English than in French, "that she is passionately attached to her." The last sentence needed careful handling; "the wittiest woman" by itself will not stand. "The brightest and wittiest of women during the twenty-six years when the most attractive society in all France was at its best."

Competitors will please avoid hackneyed pseudonyms like "Nil Desperandum," of which there are several duplicates this month.

A Prize of Two Guineas is offered for the best translation of the following passage from Claudian:—

Felix, qui propriis aevum transegit in arvis,
ipsa domus puerum quem videt, ipsa senem,
qui baculo nitens in qua reptavit harena
unius numerat saecula longa casae.
Illum non vario traxit fortuna tumultu,
nec bibit ignotas mobilis hospes aquas.
Non freta mercator tremuit, non classica miles,
non rauci lites pertulit ille fori.
Indocilis rerum, vicinae nescius urbis,
adspectu fruitur liberiore poli.
Frugibus alternis, non consule computat annum:
autumnus pomis, ver sibi flore notat.
Idem condit ager soles idemque reducit,
metiturque suo rusticus orbe diem,
ingentem meminit parvo qui germine quercum
aequaeumque videt consenuisse nemus,
proxima cui nigris Verona remotior Indis
Benacumque putat litora Rubra lacum.
Sed tamen indomitae vires firmisque lacertis
aetas robustum tertia cernit avum.
Erret et extremos alter scrutetur Hiberos:
plus habet hic vitae, plus habet ille viae.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by March 16th, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

These School and Teachers' Advertisements are continued from page 159.

THE PRINCESS CHRISTIAN COLLEGE,
WITHERTON, MANCHESTER.

LADIES over 20 years of age trained
as Children's Nurses. Babies in residence.
Very large demand for Qualified Nurses.

SCHOOL OF NATURE STUDY AND GARDENING.
CLAPHAM, Mr. WORTHING, SUSSEX.

NATURE STUDY COURSE FOR WOMEN.

AN EASTER VACATION
COURSE for the special study of Pond Life,
Bird Life, and Gardening, will be held from:
April 11th to April 25th.

The Course will be conducted by
Miss F. COLLINS,
and Miss C. CRACKNELL,
Principals of the above School, assisted by
Miss G. M. TOWSEY,
of The South Hampstead High School.

Fees for the Course £5. 5s.; 10s. 6d. extra for
single room.

Applications to be made to the PRINCIPALS.

VACATION MEETING
FOR REGIONAL SURVEY.
OUTLOOK TOWER, EDINBURGH.

EASTER 1914.

(Monday, April 13th-Wednesday, April 29th).

This meeting is for study and practice of Regional
Survey in country and town; and for the consideration
of its application in Primary and Secondary
Education, Lectures, Excursions, Masques, &c.

Advisers—Professor PATRICK GEDDES, Edinburgh;
Dr. A. C. HADON, Cambridge; Professor A. J.
HERBERTSON, Oxford.

Organisers—GEO. MORRIS, B.Sc. Friends' School,
Saffron Walden; MAHEL M. BARKER, B.Sc.,
Outlook Tower, Edinburgh.

Full particulars from the ORGANISERS.

THE LONDON SCHOOL OF
DALCROZE EURHYTHMICS, 23 STORE
STREET, W.C., will hold a

HOLIDAY COURSE

beginning **Monday, April 13th**, and ending
Saturday, April 25th.

Prospectus on application.
Telegrams: "Eurhythm, London."
Telephone: Regent 2294.

Cours de Français de Vacances
de l'Alliance Française
au HAVRE

Août 1914 16^e Année

S'adresser au Prof. L. BASCAN, Rambouillet (S. et O.).

LECTURES ON COMMERCE.

MR. ALGERNON WARREN,
author of "Commercial Knowledge" (pub-
lished as a text-book by Mr. John Murray and now
in third edition), can arrange for a Course of Lec-
tures on Commerce, comprising Comparisons of its
Features, Considerations for Choice of Employment,
Business Requisites, Qualifications for Salesmanship,
and other important topics. Address—65 Springfield
Road, St. John's Wood, N.W.

OUT OF PRINT.

THE BOUND VOLUMES of
"THE JOURNAL OF EDUCATION" for
all years down to 1883 (inclusive) and also for 1885
and 1889 are **out of print**. Binding cases cannot be
supplied for years previous to 1891. All Monthly
Parts down to Dec., 1882 (inclusive); and also for
June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July,
1895; Feb., Oct., Nov., 1896; and April, 1897, are **out**
of print.

CONNEXIONS. HOW TO INCREASE.—
See PATON'S advertisements on
pages 160 and 161.

THE SUCCESS
CORRESPONDENCE COLLEGE.

COACHING for all Examinations
of the
LONDON, CAMBRIDGE,
and OXFORD UNIVERSITIES.

Prospectus on application to—THE SECRETARY,
9 Highbury Mansions, London, N.

THE SOUTH OF ENGLAND
SCHOLASTIC AGENCY,
WOOLSTON, SOUTHAMPTON.

THIS old-established Agency under-
takes all business connected with the
Scholastic Profession. Good continental clientèle.
Prospectus (English or French) on application.

ART MISTRESS requires non-
resident appointment. Three whole days
weekly or full-time. South Kensington Certificated
Art Mistress. Design Painting, Life, Still Life, Out-
door and Interiors, Modelling from Life, Modelled
Designs, Anatomy, Art Needlework. Six years
experience in preparing for Royal Drawing Society,
University Local, and South Kensington Examinations.
Apply—E., 79 Francis Road, Edgbaston,
Birmingham.

HOSTEL for Professional Women
and other Ladies. Near University College
and British Museum. Central; quiet.—Miss H.
VEITCH-BROWN, 6 Landsdowne Place, Brunswick
Square, W.C.

"As a medium for advertising 'Posts
Wanted and Vacant' in private and public
schools, **The Journal of Education**
fulfils a very useful mission to secondary
teachers."—*The Western Daily Press*.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

have a Department for SECURING APPOINTMENTS as MISTRESSES or MATRONS in Schools, and as GOVERNESSES in Private Families.

They invite applications from qualified ladies who are looking for posts in the teaching profession.

The Agency, which is under distinguished patronage, has been established 40 years.

Prospectus will be forwarded gratis on application.

NO CHARGE FOR REGISTRATION.

No fee of any kind is due unless an appointment be obtained through the Agency.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST**. On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are a few of the Schools now on their books:—

IN AND NEAR LONDON.

No. **PARTNERSHIP** with view to succession in 5,283. a successful School for **BOARDERS ONLY**, in a **GOOD RESIDENTIAL QUARTER**. Containing 16 to 18 Pupils. Prospectus fees £95 to £115 per annum. Gross receipts over £2,500. and profits about £250. For half share of goodwill about £500.

No. **PARTNERSHIP** in, or **TRANSFER** of, 4,863. **FIRST RATE SCHOOL FOR BOARDERS AND DAY PUPILS**, in a pleasant residential locality. Good House with 13 acres. Accommodation for 45 Boarders. **NEARLY FULL** as to Boarders, and a good attendance of Day Pupils. Prospectus fees for Boarders 90 to 120 guineas. Gross receipts well over £6,000.

No. **TRANSFER** of **PROFITABLE BOARDING AND DAY SCHOOL** 4,694. in healthy residential locality. Grounds of 4 or 5 acres. About 15 Boarders and 25 Day Pupils. Prospectus fees from £75 to £94 10s., and from £12 12s. to £22 1s. respectively. Good Continental connexion. Gross receipts about £2,500, and profits £500. Goodwill £1,250.

IN THE SOUTH OF ENGLAND.

No. **TRANSFER** or **PARTNERSHIP**, with a 5,315. view to succession. School strictly for gentlemen's daughters, at South Coast Resort. About 20 Boarders and 12 Day Pupils. Fees £75 to £90, and 30 to 36 guineas respectively. Profits about £800. Excellent **PREMISES, SPECIALLY BUILT AND BEAUTIFULLY SITUATED**. Goodwill 2½ years' purchase. Premises would be sold or let.

No. **NUCLEUS** of a few young Boarders and 5,297. of Day Girls at a South Coast Resort. Principals moving and taking a few older girls only. Would send all enquiries for younger Pupils and Day Girls to their former School. *Capitation fee* on Pupils handed over.

IN THE SOUTH OF ENGLAND—continued.

No. **TRANSFER** of **FIRST-RATE AND 5,293. FLOURISHING BOARDING SCHOOL**, at South Coast Resort. Steadily full with 40 to 45 Boarders. Fees 90 to 105 guineas. Gross receipts about £8,000; **PROFITS ABOUT £1,500**. About £4,200 for goodwill. Furniture at valuation. Part purchase money accepted in the first instance.

No. **DAY** connexion in the Home Counties, 5,319. suitable for a **LADY WITH NAVAL OR MILITARY CONNEXION**. Vendors moving to a different part of the country and taking Boarders only for the future. About 20 Day Pupils. The only School strictly for **GENTLEMEN'S DAUGHTERS** in the locality. Receipts from Day Pupils nearly £400. Goodwill £150.

No. **TRANSFER** or **PARTNERSHIP**, with 5,312. view to succession, of old-established and very **SUCCESSFUL SCHOOL** for the daughters of professional men, Boarders only, at a **SOUTH-EAST COAST RESORT**. About 35 Pupils, at fees of 70 to 80 guineas. **PRACTICALLY FULL. PREMISES** specially erected for the School. Gross receipts over £2,700, and net profits over £450. **BOTH INCREASING**. For goodwill, furniture, and equipment about £2,000. Premises would be let.

No. **TRANSFER** of **FLOURISHING 5,287. BOARDING AND DAY SCHOOL** in an **IMPROVING RESIDENTIAL DISTRICT**, on the outskirts of a healthy seaside town, containing nearly 20 Boarders and 40 Day Pupils and Day Boarders. Prospectus fees respectively 45 to 75 and 12 to 18 guineas per annum. Day Boarders pay 9 guineas in addition. Gross receipts over £1,800, and profits over £400. Goodwill £900.

IN THE NORTH AND MIDLANDS.

No. **OLD-ESTABLISHED** and **VERY PRO- 5,317. FITABLE** Boarding and Day School, with Kindergarten, in Suburb of North Midland City. House specially constructed for the School. About

In the NORTH AND MIDLANDS—continued.

25 Boarders and 55 Day Pupils. Prospectus fees 60 guineas, and from 3 to 15 guineas. Gross receipts about £1,500. **STEADY ANNUAL PROFIT** of about £600. Goodwill £700.

No. **TRANSFER** of good-class small **MIXED 5,304. PREPARATORY DAY SCHOOL** and Kindergarten at a residential locality near a Midland city, containing nearly 20 Pupils. Profit about £100. Goodwill £100, or capitation fee.

No. **TRANSFER** of old-established and very 4,977. flourishing **BOARDING AND DAY SCHOOL** for gentlemen's daughters at **North West Coast Resort**. About 35 Boarders and 30 Day Pupils. Fees 60 to 66 and 9 to 27 guineas. Gross receipts nearly £4,000, and **NET PROFITS ABOUT £800**. Goodwill £2,000. Housecraft Department. **EXCELLENT EDUCATIONAL SCHOOL**.

ON THE CONTINENT.

No. **TRANSFER** or **PARTNERSHIP** in **EDU- 5,314. CATIONAL HOME OF THE HIGHEST CLASS** on the Continent. **BEAUTIFUL DETACHED HOUSE AND GROUNDS**. Usually 6 or 8 Pupils finishing their education. Fees from £150 to £180 per annum. The **HIGHEST REFERENCES** in this Country and on the Continent.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

Telephone:
7091 Gerrard.

SCHOOL TRANSFER AGENCY.

(Established
1833.)

Proprietors—Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. NO CHARGE whatever will be made to Vendors of Schools or School Partnerships, by Messrs. Griffiths, Powell, Smith & Fawcett, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions receive the personal attention of one of the Partners of the firm.

No commission charge whatever will be made by Messrs. Griffiths, Powell, Smith & Fawcett, to Purchasers of Schools, or School Partnerships.

APPLICATIONS FROM INTENDING PURCHASERS ARE SOLICITED FOR THE FOLLOWING PROPERTIES:—

GIRLS' SCHOOLS.

LONDON, N.W. — BOARDING AND DAY SCHOOL. Gross income past year £1,284. Net £360. Number of Boarders 14 and 32 Day Pupils. Goodwill only £200. Exceptional opportunity.—No. 2,338.

HANTS (Seaside). — BOARDING AND DAY SCHOOL. Gross income £1,943. Net £360. 18 Boarders, 38 Day Pupils. Goodwill about £600. School furniture, £100.—No. 2,336.

SUSSEX. — BOARDING AND DAY SCHOOL. Gross receipts £457. Number of Boarders 14 and 11 Day Pupils. Goodwill, fixtures, together with school and greater part of household furniture only £250. Personally inspected.—No. 2,260.

HANTS (Seaside). — High-class BOARDING AND DAY SCHOOL. Gross income £2,800. Profit about £800 to £900. Number of Boarders 21, and 16 Day Boarders. Goodwill £800. School plant at valuation.—No. 2,236.

SOUTH COAST. — PARTNER-SHIP in first-class and very successful SCHOOL. Income about £2,600 to £3,000. Net about £600 to £700. Number of Boarders 26, and 25 or 26 Day Pupils. Excellent premises. About £1,000 is asked for half share, including valuable furniture or one-third share could be purchased.—No. 2,318.

A Complete List of Girls' and Boys' Schools for Sale, as also of Partnerships, will be sent to intending purchasers on application.

SOMERSET (Seaside). — PART-NERSHIP in high-class BOARDING AND DAY SCHOOL. Gross receipts about £1,500. Number of Boarders 17, and 11 Day Pupils. Price for half share of goodwill and furniture, £750.—No. 2,323.

KENT (Seaside). — BOARDING AND DAY SCHOOL. Gross receipts £1,200. Net profits about £200. Number of Boarders 25 and 25 Day Pupils. Price for goodwill, together with greater part of furniture, including 7 Pianos, £600.—No. 2,241.

NEAR LONDON. — First-class BOARDING AND DAY SCHOOL. Receipts £3,020; net profits £1,004. Number of Boarders 14, and 75 Day Pupils. Pupils constantly refused for want of room. Very fine premises, property of vendors. Price for goodwill, freehold premises and grounds, also school furniture, £8,000.—No. 2,235.

SWITZERLAND. — First-class BOARDING SCHOOL. Income about £2,750. Net £600. No. of Boarders 26. Price for goodwill and furniture, £1,600.—No. 2,238.

WILTS. — BOARDING AND DAY SCHOOL. Conducted by Head Mistress under Committee. School now for sale as Head Mistress is resigning. Income from Day School only, £400 to £500. Fees from boarders not stated. Only £250 required for goodwill, school and household furniture. Exceptional opportunity.—No. 2,274.

BOYS' SCHOOLS.

HOME COUNTY. — BOARDING AND DAY SCHOOL. Gross receipts £1,320. Net £420. 6 Boarders and 86 Day Pupils. Goodwill £500. Exceptionally good opening.—No. 6,380.

LONDON, W. — Old-established BOYS' PREPARATORY SCHOOL. 8 Boarders, 43 Day Pupils. Gross receipts £1,045. Goodwill about £800.—No. 6,379.

SURREY, near London. — PART-NERSHIP in very successful School. Number of Boarders 5, and 90 Day Pupils. Gross income over £1,000. Net about £600. Exceptionally advantageous terms to a suitable partner. Present Principal anxious to gradually retire.—No. 6,374.

SUSSEX (Seaside). — About 12 Boarders. Income past year over £1,700. Net income about £600. Terms of pupils £80 to £200 per annum. Splendid premises. Rent only £175. Goodwill £600 or close offer.—No. 6,328.

LONDON, N. — DAY SCHOOL. Income for past year £551. 11s. 6d. Net profits £343. 11s. 6d. No. of Pupils 95. Price of excellent house in main road, only £60. Rent for goodwill £400, school plant at valuation.—No. 6,331.

KENT (Seaside). — BOYS' PREPARATORY SCHOOL. About 20 Boarders, 7 Day Pupils. Present income about £850. Net £300 or thereabouts. Goodwill £550. The premises let in the Summer vacation for about £65.—No. 6,377.

These School and Teachers' Advertisements are continued from page 202.

BOOKS FOR SALE. — 17 Hall

Knight: Elementary Algebra, 1s. 9d.
6 Farmer: Botany, 1s. 6d.
6 Jones: Heat, Light, and Sound, 1s. 3d.
9 Witton: Compendium, 9d.
9 Carroll: Practical Geometry, 6d.
15 Pendlebury: Examples in Arithmetic, 4d.
20 Hall Knight: Algebra for Beginners, 4d.
20 Ora Maritima, 6d.

JOHN DAVIS (Successor to THOMAS LAURIE),
13, Paternoster Row, London.

FOR "END OF TERM THROAT."

MENTHOLIN PASTILLES (composed of Menthol, Eucalyptus, Creosote, Formaldehyde) immediately remove congestion from the whole mucous tract of the throat and nose.

In quarter-pound boxes, 1/4 post free, from—

EDMUND WILLCOCKS, Pharmacist,
3 LUDGATE BROADWAY, E.C.

SAMPLE FREE on receipt of stamped envelope.

TEACHERS FOR SOUTH AFRICA.

QUALIFIED Women Teachers of all grades should apply to—THE EDUCATION SECRETARY, South African Colonization Society, 23 Army and Navy Mansions, 115 Victoria St. E.C., S.W.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

ART MISTRESS.—MISS LUCY

MADELEY has vacancy for Visiting Engagement in or near London. Exhibitor Royal Academy, Paris Salon. Experienced teacher. Art Class Teacher's and many other South Kensington certificates. Ablett Teacher-Artist certificate for teaching in schools (honours). Address—88 Vauxhall Bridge Road, S.W.

TYPEWRITING.—The Editor

can recommend from personal trial a blind typographer. For terms apply to E. G. EAGLE, 187 Higham Hill Road, Walthamstow.

PHONETICS.—Thorough training

in English, French, and German Phonetics, practical and theoretical.—Miss ELLIS, 8 Trafalgar Square, Chelsea, S.W.

Housewifery.

EXCEPTIONAL OFFER.—Ten

weeks' Course, ten guineas (including board-residence), under Gold Medallist, and Author of several Cookery books.—Mrs. HOOPER, 1 Houghton Place, London, N.W. Stamp.

Claviers Offered.

FIFTEEN CLAVIERS, in good condition, for Sale. Apply—THE SECRETARY, Queen Margaret's School, Scarborough.

Coaching,

Lessons by Correspondence, &c.

CORRESPONDENCE LESSONS.

MISS A. W. GREGORY, L.L.A., Coaches orally and by correspondence in History and Literature, Early English, French, and German for the Matriculation, Cambridge and Oxford Higher Locals, and other University Examinations. School Examinations undertaken.—3 Ickburgh Road, Upper Clapton, N.E.

MME. MORIN-COX, most successful French Teacher, seeks additional COACHING. Undertakes corrections, translations by post. English and French Diplomas. Commercial correspondence. Many excellent references. Rooms for a few Students.—"Bon Repos," 2 Acacia Gardens, St. John's Wood, N.W.

MISS M. S. GRATTON (Nat. Sci.) Tripos, Cambridge gives lessons in Mathematics, Physics, Botany, Chemistry, Physiology and elementary Latin and Greek. Lessons by correspondence if desired. Preparation for Exams. Special care with backward or delicate pupils.—3 Colchester Street, Belgrave, S.W.

Books Wanted.

THE JOURNAL OF EDUCATION, 1879, 1880, 1881; "The Teacher," 1879, 1880; "Manual Training," Vols. 1-9, and parcels of "Child Study" parts.—JOHN DAVIS, 13 Paternoster Row, E.C.

Sale or Transfer.

FOR SALE.—Small Private DAY SCHOOL FOR GIRLS in Yorkshire health resort. No Competition. 19 pupils. Average income £350. Capital necessary in order to extend premises. Moderate price for goodwill, and school and household furniture. Well-qualified successor desired, as high standard of work is maintained. Transfer can be effected for summer or Autumn Term. Address.—No. 9,725.*

GYMNASTICS AND DANCING.

—For disposal at once, excellent Private Practice. West of England. Swedish Remedial. Educational Gymnastics. Fencing. Swimming. Dancing. Large well-fitted Gymnasium. Owner retiring on account of bad health. Address—No. 9,730.*

OLD ESTABLISHED GIRLS' DAY AND BOARDING SCHOOL. (Principals, both over 60, have made enough to retire). Premises, specially adapted for scholastic purposes. 23 rooms, good grounds. Rent only £90. School furniture (including 2 pianos) only £40. Goodwill, capitation fees.—No. 1757, Hooper's Educational Agents, 13 Regent Street, London. No charge to Purchasers. Expert advice gratis. Established 1881.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

FOR "DUSMO" advertisement see page 199. This assistant is wanted in all Schools.

GYMNASTIC, GAMES, AND SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE.—Fully trained Teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

GYMNASTIC INSTRUCTOR.

Wanted, post as INSTRUCTOR to Preparatory or Public School. Excellent Testimonials for Gymnastics, Swedish, Fencing, Swimming, Boxing. Apply—Ex. Sergt. Major W. ANDREWS, (late) Gymnastic Staff, 15 Somerset Street, Birmingham.

NEEDLEROOM in College or

School.—Advertiser desires post in above. Many years' experience in large Public Institutions. Excellent Testimonials from Public Authorities. Address—No. 9,745.*

EDUCATIONAL AGENCY. (ESTABLISHED OVER 80 YEARS.)

Proprietors: Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

Offices: 84 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, have suitable Candidates placed in immediate communication with them free of charge.

A List of Easter Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 209.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

A List of Easter Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 204 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

LADY (21), diplômes Dutch and English teaching, plain Needlework, and Calisthenics, offers services after August, as an intern teacher in school or family, for board, residence and small salary. Translated copies of diplômes will be sent on request.—Miss VANDERVALK, Mathenesserdijk 74, Rotterdam.

POST "au pair" wanted after Easter in High Class School for one term (full time teaching afterwards). Modern Languages, English Subjects, &c. Long residence abroad, diplomas, experience. Address—No. 9,726.*

TWO young German Gentlemen wish to teach German, in either School, College or Family. Fully qualified and experienced. Address—No. 9,727.*

MUSIC MISTRESS, L.R.A.M.

A.R.C.M.—Wanted resident or non-resident post in good School. Pianoforte, Theory, Harmony, Class and Solo Singing, Musical Lectures. Preparations for Associated Board Examinations. Seven years' experience. Examination successes.—Miss G. F. JONES, Dudley Bank, Hale.

EXPERIENCED and fully certified (London) GYMNASTIC and GAMES MISTRESS, desires engagement in High Class Girls' School (resident or otherwise). Swimming, Dancing, Cricket, Hockey, Fencing and Remedial work. Highest references. Address—No. 9,728.*

VISITING GYMNASTIC and

GAMES MISTRESS. Experienced and fully qualified, requires engagements in High Class Girls' Schools. London and district. Excellent references. Address—No. 9,729.*

MRS. GREIMER, 5 Chichele

Mansions, Cricklewood, N.W., highly recommends German Lady (21) certificated University Bonn, to teach highest standard French, German, Elementary Latin, Italian, Piano. London or near preferred. £50 to £60 residential. Strong and healthy. Free, beginning March. School or family.

AS MATRON or HOUSEMIS-

TRESS, thoroughly experienced—Schools and Colleges, England and abroad. Some hospital training, excellent needlewoman, fluent French. At liberty now.—17H, Hooper's, 13 Regent Street, London. Others—Introduction Gratis.

WOMAN GRADUATE (London)

requires London post in September. Experienced. English History, Geography, Botany, Elementary French, Latin. Good Pianist (Matthay's method). Interested in modern ideas on general and musical education. Games. Address—No. 9,747.*

ASSISTANT MASTERS for next term.—See Mr. J. M. PATON'S notice on page 161, Col. II.

CHARMING young SWISS GOV-ERNNESS (25), excellent references, fluent French, German, some Italian. Music (Vocal and Instrumental). Kindergarten Drill, Dancing, Needlework, Cycling, Games.—22F, Hooper's, 13 Regent Street, London. Others. List Gratis. Introduction free. Established 1881.

LANGUAGE and MUSIC MIS-

TRESS. French University Honours Certificate, German (Native), English, Music (Dresden Conservatoire), Singing, Harmony.—HOOPER'S, 13 Regent Street, London. Many other highly qualified teachers. List Gratis if requirements stated.

THOROUGHLY experienced

MISTRESS (Camb. Higher Local Certif.), seeks senior appointment. Prepares Oxford, Cambridge Locals, C.H.L., &c. Good English, Maths., History, Botany, Geography on modern lines. England or abroad. Address—No. 9,733.*

ASSISTANT MASTERS.

GRADUATES and men of experience who are free to take posts at Easter are invited to send particulars to J. & J. PATON, 143 Cannon Street, London, E.C.

GENTLEWOMAN seeks re-engage-

ment as LADY-SUPERINTENDENT, HOUSEKEEPER-MATRON, or HOUSEMISTRESS. England or abroad. Highest testimonials, fluent French, capable organiser, some Hospital training. Disengaged. Address—No. 9,734.*

WANTED post as MATRON

or HOUSE MISTRESS in a school. Wide experience. Able to teach. Address—No. 9,735.*

WANTED, after Easter, Post as

Resident KINDERGARTEN MISTRESS in Secondary or Private School. Elementary Froebel Certificate. Four years' experience. Botany, Needlework, Games, Singing, Pianoforte playing, Drill. Address—No. 9,736.*

EXPERIENCED MISTRESS

(L.L.A. Diploma) requires Post for next Term. French (abroad), German (ditto), Literature, History, or other Subjects if desired. Successfully prepares for Examinations. Disengaged after Easter. Address—No. 9,741.*

EXPERIENCED MISTRESS

wants Management of good class Day School, or post as Teacher of one or more of the following subjects throughout School or College: English, French, History, Literature, Arithmetic. Competent testimony to skill in teaching, organization, discipline. High School, Training College, and private experience. Address—No. 9,742.*

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to Advertiser. Post Cards will NOT be sent on.

JEUNE institutrice française Brevet supérieur, Certificat pédagogique, musicienne piano, désire place école ou famille, 18 juillet au 18 septembre. Bonnes références. Ecrire—M. Bouché, Lycée Jules Ferry, Tunis.

MISS PENELOPE IKIN, L.G.S.M. (Elocution), Silver Medal, L.A.M. (Honours), desires Post in School as visiting **ELOCUTION PROFESSOR**. Experienced. Excellent Testimonials. Good social references. Reading aloud, recitation, voice production, breathing and gesture thoroughly taught. Address—Haleydon Club, Cork Street, W.

FROEBEL MISTRESS, Minister's daughter, London trained, good general experience, desires post. Other Mistresses on lists. Correspondence invited.—MILLARS', Educational Agents, 160 Bath Street, Glasgow.

DOMESTIC SCIENCE MISTRESS seeks post after Easter. Diplomas in Laundry work, Housewifery, and Cookery. Can offer good Music, A.R.C.M. and A.L.C.M. Piano, Harmony, Class Singing. Resident or non-resident.—D. Snelling's Library, Tonbridge.

HANDICRAFT INSTRUCTOR.

FULLY QUALIFIED, experienced in Public and Secondary School teaching, has vacancies for visiting engagements. Woodwork, Carving, Metalwork, Bookbinding, &c.—S. H. BOWLEY, St. George's School, Harpenden.

ART MISTRESS, experienced, fully qualified (R.D.S.), desires engagements Schools or private work, in or near London. School of Art and continental training. Oils, water-colours, black and white, artistic Needlework, &c. Also good German. Address—ARTIST, 16 Dyott Street, W.C.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.
Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on advertiser. Post cards will not be sent on.

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

UNIVERSITY OF BRISTOL.

Applications are invited for the post of **ASSISTANT LECTURER in EDUCATION** (Elementary Training—Women), with special qualifications in History. Salary, £150.
 Applications and Testimonials (20 copies of each) should be forwarded on or before April 14th to the undersigned, from whom further particulars may be obtained.

JAMES RAFTER,
Registrar.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

SCHOOL ORDERS.—A Gentleman already visiting Schools, Board, Church, and Private, can hear of additional commission by applying to McCaw, Stevenson & Orr, Ltd., Publishers, Belfast. State ground worked.

THE APPOINTMENT OF THREE ASSISTANT MISTRESSES to the EDUCATION DEPARTMENT OF HONG KONG.

The Secretary of State for the Colonies requires **THREE ASSISTANT MISTRESSES** for the Education Department, Hong Kong. Candidates who are between 25 and 30 years of age will be preferred.

All the Mistresses are required to produce evidence of training, and one of them should be qualified to teach kindergarten subjects.

Each Mistress is required to be able to teach Arithmetic, Religious Knowledge, History, English Language and Literature, and Geography up to the standard of the Senior Oxford Local Examination, and also two subjects of each of the following groups of subjects: Group I., French, Sewing, Swedish Drill; Group II., Music (piano), Domestic Economy, Drawing, German, Latin.

The engagement will be in the first instance for three years, and if at the end of the time their service has been satisfactory, the Assistant Mistresses will be placed, if mutually agreed, on the pensionable establishment of the Colony.

A salary at the rate of £200 for each of the three years of the engagement will be paid to the Assistant Mistresses, and subject to the permission of the Director of Education, they may undertake private tuition. Half salary will be paid from the date of embarkation from England, and full salary from the date of arrival in the Colony. If an Assistant Mistress is placed on the pensionable establishment, her salary will be at the rate of £230 a year.

One of the appointments includes residence. Free passage is provided.

Further information may be obtained from the **SECRETARY, Board of Education, Whitehall, London, S.W.** Scottish candidates should apply to the **SECRETARY, Scotch Education Department, Whitehall, London, S.W.**

APPOINTMENT of an ASSISTANT MASTER at KING EDWARD VII. SCHOOL, JOHANNESBURG, SOUTH AFRICA.

The High Commissioner for the Union of South Africa requires an **ASSISTANT MASTER** for King Edward VII. School, Johannesburg.

The appointment, which may be resident, will be to Grade A of the Transvaal Classification for High Schools, at a salary of £440-£20-£500 per annum.

Candidates should possess a University degree in Honours, the general qualifications necessary for Assistant Masters, special qualifications in English, including a knowledge of Phonetics, and successful teaching experience, and should be able to organise and take part in school games.

They should be unmarried and about 30 years of age. The selected candidate will probably be required to take the highest work in the school in English, and might be made responsible for the direction of much of the English work in the lower classes.

Applications and inquiries should be addressed in covers marked "C.A." to the **SECRETARY, Board of Education, Whitehall, London, S.W.** Scottish Candidates should apply to the **SECRETARY, Scotch Education Department, Whitehall, London, S.W.**

The selected candidate will be required to take up duty at Johannesburg as soon as can conveniently be arranged.

KING'S HIGH SCHOOL FOR GIRLS, WARWICK.—Wanted, at the end of April, an **ASSISTANT MISTRESS** for Swedish Drill and Games, who would be willing to help with the general work of the Junior School. Salary £100. Apply **HEAD MISTRESS**.

BIRKENHEAD EDUCATION COMMITTEE.

GIRLS' SECONDARY SCHOOL.

Applications are invited for the position of **HEAD MISTRESS** of the Girls' Secondary School. Commencing salary £300 per annum, rising by annual increments of £15 to £360 per annum.

Particulars of the duties and conditions of the appointment, together with a form of application, which must be returned by the 9th March, 1914, may be obtained from

ROBERT T. JONES,
Town Hall, Birkenhead. Secretary.
14th February, 1914.

COLLEGIATE SCHOOL FOR GIRLS, BOURNEMOUTH. Required, in May, Resident **MUSIC MISTRESS** for advanced work in Piano, with ability to take Class Singing. Degree and School experience essential. Modern methods. Suitable applications only acknowledged. Apply **PRINCIPAL, Towerfield, Bournemouth**.

GLAMORGAN COUNTY COUNCIL.

GLAMORGAN TRAINING COLLEGE, BARRY.

APPOINTMENT OF STAFF.

The Glamorgan Education Committee invite applications for the following appointments at the Glamorgan Residential Training College for Women, to be opened in September, 1914:—

- MISTRESS of METHOD and LECTURER in EDUCATION**, £115, rising annually by £5 to £150 per annum.
- LECTURER in ENGLISH LANGUAGE and LITERATURE**, £100, rising annually by £5 to £130 per annum.
- LECTURER in WELSH LANGUAGE and LITERATURE**, £100, rising annually by £5 to £130 per annum.
- LECTURER in SCIENCE**, £100, rising annually by £5 to £130 per annum.
- LECTURER in MATHEMATICS**, £100, rising annually by £5 to £130 per annum.
- LECTURER in HOUSECRAFT**, £90, rising annually by £5 to £120 per annum.
- LADY SUPERINTENDENT**, £80 per annum.

The salary will include, in addition, board residence and medical attendance during Term time. In fixing the initial salary of Lecturers, previous experience will be considered by the Committee.

Applications must be made on Special Forms, which will be supplied, together with further information regarding the terms of appointment, on receipt of a stamped addressed foolscap envelope, and must reach the **CHIEF EDUCATIONAL OFFICIAL, Glamorgan County Hall, Cardiff**, not later than Thursday, 12th March, 1914.

DURHAM COUNTY COUNCIL.

HIGHER EDUCATION.

STOCKTON-ON-TEES SECONDARY SCHOOL.

Head Master: J. J. PREST, B.Sc.

ASSISTANT MISTRESS required, after the Easter Vacation, to teach History. Graduate preferred. Three years' successful teaching experience essential.

Completed applications must be received by first post on Monday, 9th March, 1914.

Salary according to County Scale, particulars of which, together with application form, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing directly or indirectly will disqualify.

J. A. L. ROBSON,
County Secretary for Higher Education.
Shire Hall, Durham.
16th February, 1914.

DURHAM COUNTY COUNCIL.

HENRY SMITH SECONDARY SCHOOL, HARTLEPOOL.

Head Master: F. H. R. ALDERSON, M.A.

ASSISTANT MISTRESS wanted to commence duties on 28th April, 1914, fully qualified to teach Latin and English to the Highest Forms.

Completed applications must be received by first post on Tuesday, 10th March, 1914.

Salary according to County Scale, particulars of which, together with application form, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing directly or indirectly will disqualify.

J. A. L. ROBSON,
County Secretary for Higher Education.
Shire Hall, Durham.
18th February, 1914.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

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KING, 45 BEDFORD ROW, LONDON, W.C.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the Summer Term for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

MISTRESS for Private School on the South Coast, to teach English up to Senior Cambridge Standard. Games a recommendation. Salary £50 Res.—No. 419.

MISTRESS for high-class School in the South-West, to teach modern Geography, elementary English, Mathematics, and French. Salary £110 Non-res.—No. 593.

ASSISTANT MISTRESS for good-class Day School in the North, to teach English up to Senior Cambridge Standard. Salary £35 Res.—No. 575.

ASSISTANT MISTRESS for large Secondary School in the West, to offer two of the following subjects:—English (including Anglo-Saxon), History, French, and Latin. Degree or equivalent essential. Salary £115 to £120 Non-res., rising.—No. 555.

SENIOR MISTRESS for Private Boarding and Day School in the Midlands, to teach English to prepare for the Oxford and Cambridge Local and Matriculation Examinations. Salary £30 Res., rising.—No. 585.

VISITING MISTRESS for high-class School near London, to teach History on Monday mornings only. Salary £1 per visit.—No. 582.

ASSISTANT MISTRESS for Private School within easy reach of London, to teach English, French, and Botany. Salary £40 to £50 res.—No. 612.

MATHEMATICAL AND SCIENCE MISTRESSES.

MISTRESS for Private School in the North, to teach Arithmetic throughout the School, Mathematics (Senior Cambridge Standard) and Modern Geography. French Conversation a recommendation. Degree, with experience. Salary £60 Res.—No. 418.

ASSISTANT MISTRESS for Girls' College, near London, to teach Arithmetic throughout the School, Algebra, Geometry (Lower Fifth Standard), and Geography; also take charge of a Junior Form. Games a recommendation. Salary £55 Res. English or Scotch Degree essential.—No. 561.

MISTRESS for large School in Western Australia to teach Mathematics. Graduate and Churchwoman essential. Salary £120 Res. Passage.—No. 570.

ASSISTANT MISTRESS for High School near London, to teach Mathematics (Higher Local and Inter. London Standard) with subsidiary Subjects, Elementary Experimental Science, German or English. Games a recommendation. Member of the Church of England essential. Salary £65 Res.—No. 573.

MATHEMATICAL AND SCIENCE MISTRESSES—Continued.

MISTRESS for High School within easy reach of London, to teach English (Senior Cambridge Standard), Botany (Matriculation Standard), Arithmetic in Forms I to IV. Salary £60 Res.—No. 505.

CLASSICAL MISTRESS for Girls' College, to offer as a subsidiary Subject good elementary Arithmetic. Salary £80 Res.—No. 579.

ASSISTANT MISTRESS for Girls' Secondary School, in the Midlands, to teach Physics, Mathematics, to Inter B.Sc. Standard. Games a recommendation. Salary £120 Non-res.—No. 528.

KINDERGARTEN AND LOWER FORM MISTRESSES.

KINDERGARTEN MISTRESS for Private Day and Boarding School in South Africa, to take charge of the Kindergarten and to instruct two Students in the Theory and Practice of Kindergarten Teaching. Salary £65 Res. Passage.—No. 535.

MISTRESS for Boys' Preparatory School in the South, to teach English, some Latin, French, Arithmetic, and Mathematics up to Senior Oxford Standard. Games a recommendation. Salary £40 Res.—No. 560.

PREPARATORY FORM MISTRESS for the Preparatory Department of a high-class Girls' School in the Midlands, to teach all English subjects, Modern Geography, and, as subsidiary subjects, Physiology and Hygiene to Senior Cambridge Standard. Games a recommendation. Salary £40 to £50 Res.—No. 576.

MISTRESS for Girls' Grammar School in the East, to teach the usual Preparatory School subjects to children from 5 to 9 years of age. Salary £60 Res.—No. 558.

MISTRESS for Private School near London, to teach English, French Translation, Drilling, and Handcraft. Games a recommendation. The Mistress appointed will teach children chiefly under 12, but will have a class of girls, ages 16 and 17, for Roman History. Salary £60 Res.—No. 571.

JUNIOR FORM MISTRESS for an Orphan Home School in the North, to teach French to Matriculation Standard, German, Ablett's Drawing, and Needlework. Recommendation to offer Singing, Games, and Handwork. Salary £40 Res.—No. 594.

MUSIC AND ART MISTRESSES.

MUSIC AND ART MISTRESSES for small Private Boarding School in the South-East, to teach Piano, Violin, and Class Singing. Solo Singing and Games a recommendation. Salary £35 to £40 Res.—No. 523.

MUSIC AND ART MISTRESSES—continued.

ART MISTRESS for Boarding School in the North, to teach advanced Drawing and Painting. Salary according to qualifications and experience.—No. 532.

MUSIC MISTRESS for Private Day and Boarding School in South Africa, to teach Piano and Violin. Salary £80 Res. Passage.—No. 536.

MISTRESS for Boys' Preparatory School on the South Coast, to teach Music and Drawing. Recommendation to offer German. Salary £35 Res.—No. 545.

MISTRESS for High School in the North, to teach Drawing on the Royal Drawing Society Lines, Modern Geography and Sewing. Salary £100 to £110 Non-res.—No. 599.

DOMESTIC SCIENCE MISTRESSES.

DOMESTIC SCIENCE MISTRESS for large Girls' School in Southern India, to teach Cookery and Needlework. Certificated. Salary £72 to £80 Res. Passage.—No. 509.

MISTRESS for Training School of Cookery and Domestic Science in the North, to teach Housewifery, Cookery, and Laundry. First Class Diploma. Salary £120 Non-res., rising.—No. 518.

DOMESTIC SCIENCE MISTRESS for High School in the Midlands, to teach Cookery, Laundry, and Housewifery. Salary according to qualifications and experience.—No. 530.

MISTRESS for Girls' Training School in London, to teach Cookery, Laundry, and Housewifery. Salary £35 Res., rising.—No. 557.

DOMESTIC SCIENCE MISTRESS for Mixed Secondary School in the East, to teach Cookery and Needlework, also to take some general work in the Lowest Form. Salary £80 non-res.—No. 569.

FOREIGN MISTRESSES.

FRENCH MISTRESS for Girls' College in London, to teach French and German. Protestant preferred. Salary according to qualifications and experience.—No. 565.

FRENCH MISTRESS for high-class Boarding School in the South-East, to teach French throughout the School. Salary £70 Res.—No. 542.

FRENCH MISTRESS for high-class School on the South Coast, to teach French throughout the School. Salary £50 Res.—No. 588.

GERMAN MISTRESS for high-class School on the South Coast, to teach German. Recommendation to offer other subjects besides German. Salary £60 Res.—No. 598.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

CHESTER EDUCATION COMMITTEE.

CITY AND COUNTY SCHOOL FOR GIRLS.

Required, as from 1st May, ASSISTANT MISTRESS, with qualifications to teach French and Latin to Upper Forms. Commencing salary £120, rising by annual increments of £5 to £140 per annum. Preference given to Candidates with Honours University Degree and experience. Applications (for which no forms are provided or required), stating age and experience, with copies of not more than three recent testimonials, to be sent to me on or before Monday, March 9th, but any further inquiries as to duties to be addressed to the Head Mistress at the School. Candidates who receive no communication before 31st March will kindly understand that their application has not been successful.

A. E. LOVELL,
Education Offices, Town Hall, Chester.
Director of Education.
16th February, 1914.

CAMBRIDGESHIRE EDUCATION COMMITTEE.

CAMBRIDGE AND COUNTY SCHOOL FOR GIRLS.

A MISTRESS is required for teaching French. Duties to begin in September next. A degree, or its equivalent, is desirable; also training, good secondary school experience, and a knowledge of Phonetics. Candidates who have lived abroad will be preferred, other things being equal. Salary £130 a year (non-resident), or according to experience and qualifications.

Forms of application, which can be obtained of the undersigned, must be returned on or before the 16th March, 1914.

AUSTIN KEEN,
County Hall, Cambridge.
Education Secretary.

COUNTY BOROUGH OF ROTHERHAM. EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS.

Principal: Miss F. STRUDWICK, M.A.

Wanted, for the beginning of May next, a SCIENCE MISTRESS to teach General Elementary Science, Nature Study, and some Mathematics. Degree, training and experience in a Secondary School essential. Salary £120 per annum.

Forms of application, which must be returned not later than the 7th March, 1914, may be obtained from the undersigned.

JAS. A. MAIR,
Education Office, Rotherham.
Secretary for Education.

LEEDS GIRLS' MODERN SCHOOL.

Experienced KINDERGARTEN MISTRESS required after Easter for Kindergarten and Preparatory Department. Must possess the Higher Froebel Certificate. Commencing salary £110 per annum. Forms of application, which should be returned not later than the 7th March, can be obtained from the undersigned.

JAMES GRAHAM,
Education Department, Calverley Street, Leeds.
Secretary for Education.

KING EDWARD'S HIGH SCHOOL FOR GIRLS, BIRMINGHAM.—Wanted, in September, TWO SCIENCE MISTRESSES, one to take Advanced Physics, the other a Biological subject. Honours degree or equivalent essential. Wanted, in May, a MISTRESS to take Senior Geography and English subjects in the Lower School.

CENTRAL FOUNDATION GIRLS' SCHOOL.—Wanted, in September, ENGLISH MISTRESS, to take charge of a Form, and be responsible for English teaching throughout the School. Good degree and Secondary experience essential. Salary, L.C.C. Scale, £120 to £220 for graduates. Initial salary according to experience. Write to HEAD MISTRESS, Spital Square, London, for application form, enclosing stamped and addressed envelope.

CARDIFF EDUCATION COMMITTEE.

HOWARD GARDENS MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

SENIOR MODERN LANGUAGES MISTRESS required in September next. Candidates must hold Honours Degree in Modern Languages (French and English), or its equivalent, and must have had good Secondary School experience. Salary £140, rising to a maximum of £180 per annum.

Forms of application may be obtained from the undersigned, and must be returned not later than March 16th, 1914.

JOHN J. JACKSON,
Education Offices, City Hall, Cardiff.
Director of Education.
20th February, 1914.

BOSTON HIGH SCHOOL, LINCOLNSHIRE.—STUDENT-GOVERNESSES required over 18 years old. Subjects required: English and Music. Large School. Excellent results. Posts usually secured after training. Premium required. Apply to PRINCIPAL.

REQUIRED, in May, RESIDENT MISTRESS. Must be member, Church of England. Principal subjects: Arithmetic throughout School; Mathematics, Middle School; Games, Geography, desirable. Good discipline. Would have Junior Form. Salary according to qualifications and experience. Apply—PRINCIPAL, Princess Helena College, Ealing.

SWEDISH GYMNASTICS.—ASSISTANT required, after Easter, for Medical and Educational work. Madame Österberg's or Bedford Certificate preferred. Resident. Apply to Miss THEODORA JOHNSON, Swedish Institute, Clifton, Bristol.

NORTH LONDON COLLEGIATE SCHOOL.—Wanted, for May or September, a SCIENCE MISTRESS, with high qualifications in Biology. Salary, £150 to £180, according to academic qualifications, experience, and training. Apply—HEAD MISTRESS, Sandall Road, London, N.W.

TYPEWRITING.—Literary and Scientific work executed with care and expedition. Authors' MSS 9d. per 1,000 words. Translations. Good Testimonials.—Mrs. FOWLER SMITH, 18 Tillage Road, Church End, Finchley, N.

SOWERBY BRIDGE AND DISTRICT SECONDARY (DUAL) SCHOOL.

Wanted, in April next, an ASSISTANT MISTRESS to take general charge of the Junior Form, and to teach Needlework throughout the School. Singing and Drawing very desirable. Commencing salary £100 per annum, advancing £5 per annum up to £125. Applications must be received not later than March 11th, 1914 (first post), and made on forms to be obtained by sending a stamped addressed envelope to me, the undersigned.

LEWIS RHODES,
Clerk to the Governors.
Commercial Bank Chambers, Halifax.
February 14th, 1914.

WANTED, for LADIES' COLLEGE, NATAL, fully qualified MUSIC MISTRESS. Piano, Class Singing, Harmony and Theory. Age 28-30. Salary, £110, first year, board and residence. Passage. Apply—Miss SAUNDERS, 23, Army and Navy Mansions, Victoria Street, S.W.

'As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers.'—*The Western Daily Press*.

COUNTY BOROUGH OF DEVONPORT.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss A. HILL, M.A. (Lond.).

ASSISTANT MISTRESS required after Easter. Graduate, with teaching experience. Botany and Needlework essential subjects. Salary £90 to £150, by £5 annual increments.

Application forms, which should be returned by March 17th, may be obtained on the receipt of a stamped addressed foolscap envelope from

W. H. CRANG,
Director of Education.
27 Ker Street, Devonport.

CARLISLE COUNTY HIGH SCHOOL.—JUNIOR FORM MISTRESS required for Summer Term. Good English and Arithmetic. Training and experience essential. Initial salary, £100, with increase according to Scale. Apply—The HEAD MISTRESS.

BUCKS COUNTY EDUCATION COMMITTEE.

PHYSICAL TRAINING MISTRESS wanted, mainly for Secondary Schools and Classes for Elementary Teachers. Salary £120, rising to £150 by annual increments of £10. Canvassing disqualifies. Application forms (supplied on receipt of stamped addressed foolscap envelope), which must be returned by Monday, 9th March, may be obtained from C. G. WATKINS, Secretary, Education Office, Aylesbury.

CITY OF LONDON SCHOOL FOR GIRLS.

CARMELITE STREET, VICTORIA EMBANKMENT.

Wanted, a MISTRESS for Junior Form. General English Subjects, with good Mathematics. Degree or equivalent desirable. Experience or training essential. Salary according to qualifications: with degree, or equivalent, £120, rising £10 per annum to £220; without degree, £110, rising £5 per annum to £180. To begin duties in May next. Forms of application (to be obtained from the Secretary) must be sent in, with copies of Testimonials, not later than the 16th March.

MARY B. RENNICK,
Secretary.

OAKHILL SCHOOL, 9 RIDGWAY PLACE, WIMBLEDON, S.W.—Wanted, for next Term, an experienced TEACHER of ENGLISH LITERATURE and BOTANY (to Matric. Standard). The work could be arranged to fall on two or three mornings of the week. No supervision work required, but candidates should be prepared to teach, and not only to lecture. Ages of pupils 10-17. Kindly apply in writing to PRINCIPAL, and state age, experience, qualifications, salary.

PRIVATE SCHOOL, TIMARU, NEW ZEALAND.—MISTRESS, MODERN LANGUAGES, good qualifications and experience abroad. Salary £100 upwards, according to qualifications. Further applications—ROSS and GLEN-DENNING, 119 Finsbury Pavement, London.

SHERBORNE GIRLS' SCHOOL.—Wanted, NEEDLEWORK MISTRESS. Must be thoroughly experienced and fully qualified. Apply—HEAD MISTRESS.

FRENCH MISTRESS required for High Class Boarding School, near London. Diplômée: pure accent; English experience. Commencing salary £70 (resident). Interview, town. Many other excellent school vacancies.—HOOPER'S, 13 Regent Street, London. No booking fees.

MALVERN COLLEGE FOR GIRLS, WORCESTERSHIRE.—Wanted, in May, (1) Resident FORM MISTRESS for Middle School, with good English and Mathematics; experienced, (2) Two Resident FOREIGN MISTRESSES: one French, one German. Experience in good Boarding Schools in England essential.

COUNTY BOROUGH OF SUNDERLAND. EDUCATION COMMITTEE.

BEDE COLLEGIATE GIRLS' SCHOOL.
Head Mistress. Miss M. E. Boon, M.A.

Wanted, after Easter, a SCIENCE MISTRESS (Elementary Science, Chemistry, Botany). An Honours Degree or its equivalent, and good Secondary School experience essential. Needlework a recommendation. Salary £100 to £150, according to Scale; initial amount dependent on qualification.

Application form, which should be returned as soon as possible, and Salary Scale obtainable on sending stamped addressed envelope to the undersigned.

HERBERT REED,
Education Department, Secretary.
15 John Street, Sunderland.
23rd February, 1914.

ST. GEORGE'S SCHOOL FOR GIRLS (Incorporated), EDINBURGH.—Wanted in October, a HEAD of the PREPARATORY DEPARTMENT (ages 5 to 9), fully qualified to give the main part of their training to students preparing for the Higher Froebel Certificate. Training in recognized Kindergarten Training College, Higher Certificate of National Froebel Union, and good secondary experience essential. Initial salary £150. Non-resident. The School will be transferred in October to a new building fully equipped on modern lines. Applications, with full particulars, should be sent by March 20th to the HEAD MISTRESS, 5 Melville Street, Edinburgh.

TYPEWRITING (Certificated).—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—DEXTER, 4 Gainsborough Road, North Finchley, London, N.

MUSIC STUDENT, practising for Examination, can receive Board, Residence, Experience, in return for Services. Pupils prepared for Associated Board Examinations (Primary to Advanced). Premium if tuition is required.—RUDYARD, St. Austell.

GOVERNESS REQUIRED (DERBYSHIRE).—Girl (15) prepare boys 12, 10 for school. Thorough English, Latin, French, (Music. £50 to £80.—HOOPER'S, 13 Regent Street, London. Other vacancies. No booking fee. Stamp.

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SCHOOL AS A PREPARATION FOR LIFE.

THERE used to be a favourite poser for the teacher in training. Do we desire to make the child the best possible child or to direct its growth so that it may be the best possible man or woman? Only the rough and ready thinker can assume that the alternative is an imaginary one. The "old-fashioned" training and discipline of children certainly aimed at making the best possible child: obedient, quiet, self-effacing and meekly receptive of adult wisdom. Modern thought seems to have reached the conclusion that, in attaining this degree of virtue in childhood, many capacities were dwarfed, faculties stultified and energies destroyed, to the lasting loss of the future man or woman.

Our system of education follows and reflects the spirit of indulgence which has superseded the austerity of the relations of teacher and pupil in the past. No one is burdened overmuch with any anxiety to produce the best possible child; every one is hopefully anticipating that, in providing that it shall have plenty of opportunities and a "good time," it will develop into an altogether satisfactory man or woman. We have now had some years' experience of the theory of joint irresponsibility; many of the young things of whom, and for whom, great things were expected, are growing up into very ordinary people. Their initiative has not been destroyed by authoritative dominance; their spontaneity not crushed by unsympathetic repression; their outlook not cramped by subservience to adult opinion. Yet something seems lacking; and complaints are heard as to want of adaptability, absence of "grit," and a disturbing aloofness from the actual duties of life in the girl and boy just emerging from the *statu pupillari*.

Part of the dissatisfaction finds vent in blaming our school education. It is charged with being unpractical and with having no bearing on the future expected life of the child; with being, indeed, planned as an end in itself. Thus it is administered with an elaborate system of schemes and examinations and courses, none of which has any connexion with the actualities in which the citizen of to-day is immersed. We see, too, certain impatient remedies proposed and adopted; such as the grafting upon a curriculum, invariably over-full already, the beginnings of such eminently practical subjects as trades, crafts, and the domestic arts; and these are accepted in some quarters as not merely correctives, but even specific cures, for the bookish desultoriness from which our young people seem to suffer.

It may be necessary to revise very thoroughly the system of compulsory State education, which has shortsightedly drifted into the production of a sort of *babu* proletariat, but this revision is a matter of limited expediency and is based upon no universal guiding principle. The flaws in modern methods of education will not be removed by merely tampering with the curricula in obedience to every wind of utilitarian demand or noisy blast of shrewd commercial exploiting, but rather in the growth of an idea. Whatever the stress of modern life and the pressure of competition, it is needful to insist upon the truth that life is more than getting a living, and that the true aim of education is to develop the personality of the learner, so that it may rise above, instead of being cumbered with, the sordid cares of poverty and riches. To be responsive to the appeal of beauty in action and conduct, to be sincere, upright, fearless, to know how to employ leisure worthily—this it is to *live*.

If, then, such an aim inspires the educator, what means shall be taken to achieve it? How shall the individual powers and faculties, the taste and the imagination, be cultivated and trained so that the child shall grow up into the sane intelligent man or woman? First, as to the physical side. There is need to steer between the extravagant amount of time and attention bestowed on organized games and sports and the morbid anxiety about not health, but ill-health. The province of education lies in the suggestion of a personal ideal as much as in the giving of information about bodily structure and its capacities for disease. And, besides the cultivation of a high state of health in the individual, there is needed a

sensitive public consciousness that to be well is a social duty; and the inculcation of habits of mental control of physical tendencies should tend to destroy the fashionable cult of nerves.

As preparation for life in intellectual things the first essential is not the acquisition of knowledge but the right spirit and attitude. In this right spirit are comprised, besides the desire to know, intellectual honesty, patience, and humility. The dignity and worthiness of knowledge and not the consideration of how it "pays" should be the guiding motives in imparting or acquiring it. If a young capacity for enthusiasm and faculty of admiration are being trained and exercised, the learner is undergoing real preparation for life. The power to reverence and admire what is fine in conduct or noble in thought is at once a spiritual sanative and tonic.

We need to restore something of the old Greek ideal in education—the making of life full and interesting to a free man, not the training of him into a useful tool. This last was the aim of the education of a slave; the other, for the free man, gave command of the things of the spirit. The members of our modern State, no less than the Greeks of old, need such training of capacity. Whole classes of the population, and not alone the dregs, seem to be totally unable to amuse or employ themselves when their recognized work is over; and it is not surprising when we realize the blanks that exist in their mental and spiritual conceptions and the absence of any uplifting thoughts or inspiring ideas which prevails.

Yet we have to our hand the illuminating study of history and literature with which to mould and colour the learner's mind. And this, not only by storing the memory with focused narratives of heroic deeds or fine endeavour, but by shaping the personality with impressions of beauty and courage. It is neither possible nor desirable that all should be remembered. To have felt a throb of desire to do a noble thing, or to endure with fortitude, is to have absorbed an influence which makes for accomplishment. Nor are the spiritual and æsthetic values of the study of history and literature the only ones they possess. More, perhaps, than any other does a knowledge of these two subjects serve to develop a sense of relation and an instinct, of proportion the lack of which not only stultifies but discredits much of our social energy.

Of course, not only right material but also right method is needed, and in this connexion it may be urged that the study of history should be accompanied by that of civics, or citizenship and its duties. This, as much on account of its influence in developing a right attitude as for its actual value. Without knowledge intelligent service is impossible; with no intention of service or sense of interdependence with others, the members of a highly complex society cannot be useful, and may be mischievous.

However varied may be the method, and however various the materials, one clear principle must underlie the surface differences: the learner is to develop power of *expression* as well as to receive *impressions*. And it is a hard saying for some energetic instructors to stand aside and permit the pupil's blundering, faulty endeavours to take the place of the neat second-hand sentiments which our predecessors have evolved. But this faculty of self-expression it is which is essential to happiness; as such it needs fostering and training.

Having awakened interest and stirred enthusiasm there is need to develop next the virtues of intellectual honesty, patience, and humility. It is the quick and superficial learner who is most apt to lack honesty; and more lamentable than the blanks and missing steps in his knowledge is the habit of mind acquired. The windbag is ever with us; let us not in our methods of education connive at its manufacture.

The companion virtue of intellectual patience is apt to be both remote and distasteful to the young learner. It is one of the drawbacks of modern methods of teaching, with their insistent appeal to interest, that there is a growing unwillingness and incapacity to undertake any piece of hard work. The defective grounding of the pupil which ensues is only less disastrous than the impatient habit of mind and lack of grip with which he is ready to confront questions which present any difficulty.

Less common, perhaps, than impatience is the intellectual arrogance of the able learner. It dictates an almost bullying approach to a new idea or a fresh step, and nothing less than resentment at an unforeseen difficulty, as though the subject of study were to blame for some wilful obscurity. This attitude has to be combated, restrained, subdued; for though it may be pardonable enough in youth, in maturity it is intolerable. The most familiar manifestation of the lack of intellectual humility is obstinacy: often, perhaps, produced by wrong treatment. Of the three types of mind—that which welcomes a new idea, that which tolerates a new idea, and that which repels a new idea—the last named is the one which must not be multiplied, in the interests of the race. Yet it has been only too easy to establish conditions in which out of a sheer instinct of self-protection or of boredom, it is created. The *desire to know*—the wholesome, natural curiosity of the child—can be trained and cultivated or be deadened and destroyed.

Much of our educational activity has been expended in tiring young minds beyond recuperation. The pressure of examinations, the ever-increasing range of subjects, the mechanical progression from stage to stage, laid down by external authorities for paper units, combine to rob promising intelligences of all vigour and elasticity. This "staleness" is lamented by the heads of schools who send on their pupils to the Universities, and by the heads of colleges who receive them. It augurs ill for their future value as spirited citizens, and accounts for the inglorious choice of security rather than enterprise which characterizes the capable youth of the day.

But quite as bad as to over-tire the young mind is it to cramp and depress it. It is too fatally easy to quench the *desire to know* with bald irrelevancies and immature certainties, and thereafter further advance is hardly possible. Facts taught without any sense of relation, without atmosphere, and with finality—such an intellectual burden makes only for the dulling of perceptions and the deadening of capacity. A consciousness of the whole beyond the part discussed, a right attitude and sympathetic enthusiasm vivify and energize conceptions by which we *live*.

SUSAN CUNNINGTON.

SOME ASPECTS OF CONVENT EDUCATION.

THERE was a time when the education carried on in Roman Catholic convent schools was regarded as cheap, showy, and superficial. Other schools, public and private, which underwent inspection, published annual reports, and reaped a solid harvest of distinctions, were conscious that a high standard, well maintained, and a staff of most highly qualified assistants, placed them above competition with the convent schools, where fees were lower and nuns were the teachers. They did not count for much. This could hardly be said at present.

If we classify the various London schools into high schools, Church schools, county schools, and private schools, our classification is incomplete if we do not add convent schools. Many convents add teaching to their work, regarding it as one of the greatest spheres of missionary effort. One Order at least, which has world-wide ramifications, has been established with this aim as its object of existence.

It would be a mistake to underrate the work that these schools do. They have come into the field to compete with other schools not of their communion, and to prove themselves equally capable to tackle the educational problem. They study closely what other schools do, and strive in activity and general efficiency not to fall behind them. If the convent school is to hold its own it must be well equipped, well staffed, up to date in every particular.

To begin with, it starts with certain advantages. The teaching is a definite religious work, in organic connexion with a great religious body. Behind the nun is her superior; behind the convent is the Church. The work is carried on by

a devoted body of unsalaried workers, with a singleness of aim hardly to be equalled in the outside world. The nun is the obedient and self-effacing instrument in the hands of a higher authority with absolute responsibility. To fit her better for her work she receives a careful training. No effort, no money (if that is necessary) is spared. If she must go into the world for her work's sake, even after her training has ceased and she is bound by her vows not to leave the convent enclosure, permission is given her to go and gather honey where other teachers seek it. Few indeed are the classes for teachers in London in which nuns are not present, eager, zealous and enthusiastic learners.

The staff, of which the nun forms one, is highly qualified for its work. In many cases it numbers graduates in arts and science. The nun in the convent school is often a clever and cultivated woman, absolutely devoted to her work. Her life is given to it. For it she has left the world. She receives no payment. No personal ambitions, no side issues, or the competition of the world, turn her aside into other channels of interest. Her best is given as a matter of religion. It is true that, compared with the teacher in the world, she leads a more restricted life, and has a narrower horizon; but her interest, her work, gains in intensity. The spirit of the convent is that of untiring and unceasing concentration upon the child.

The convent school will vary in its completeness and resources according to the locality and the state of its finances. The economic factor of having no highly paid and expensive staff often enables the school to be run at a lower cost than others in the same neighbourhood, and in its equipment and furnishing it will be found quite equal to those with which it competes. The best schools show classrooms designed after the most modern requirements, and the apparatus and stock will be of the newest and most scientific kind obtainable. There are plenty of books of every kind, comprising books of handy reference in the classroom, others to be lent out to the pupils; and often, in addition to these, the convent possesses a large library containing works upon all the subjects taught, and a fine collection of general literature, to which constant additions are made. Newspapers and illustrated magazines are by no means banned, and the resources of the available free libraries are used to the full. The classrooms are cheerful, with good pictures and flowers. Anything that may help in the interest of the lessons, or in the pride and pleasure which children feel in their own room, is sure to be found. The teaching of science will be done in a properly fitted laboratory, and outdoor work plays its part in rambles and excursions—historical, geographical, or botanical. The nuns themselves at times receive permission to visit other schools, and to watch, if possible, the work of some well known teacher.

Visits are paid to the schools by the inspectors, which means that, if the report of the work is to be satisfactory, it must be up to a good standard. If it should be adverse upon any subject, every effort is made to strengthen it. Special teachers will be engaged from outside either to coach the nuns in the weak subject or to undertake it with the pupils. They will be given a free hand and helped in every way. Any deficiency in apparatus and material will be remedied. Such a case, however, only arises of necessity. Underlying all the good and able work of the nuns is the religious motive, and it can hardly be supposed that any branch of study is handed over to an outsider with any real satisfaction in what implies, however good, secular work.

The tone in the convent school strikes a very happy note. The nuns are devoted to the children and the children to the nuns. Under the gentle influence of the Sisters the manners of the pupils become gentle and refined. They are kept busy and interested, and their bodily training is looked after by skilled nuns, as well as their mental development. A due respect for authority is faithfully instilled and they are carefully guarded and guided. It is here that the real contrast lies with other schools. Perhaps the pupils strike one as too much in leading strings, in this differing so much from the average high-school girl. Initiative is weak, and a sense of dependence upon the teacher, who herself depends on

authority behind, does not make for strength. Individuality is less strong and intellectual activity less eager.

The nuns themselves are clever, cheerful, even gay and amusing; happy in their work, leading lives so busy that they can hardly crowd all their school duties into the day. They are in closer touch with the outside world than one would think. If, as is the case with one very widely spread Order, it is a missionary and teaching body, the nuns actually see more of the world than some teachers. In this Order it is a frequent custom to send the Sisters from place to place. The nun-teacher is sent first to Paris, where she undergoes training for two years, after which she is appointed to a definite convent. She may remain here for a shorter or longer period, and be later sent to any other part of the world at the discretion of her superiors. Nuns of many nationalities, who have been in convents in different corners of the world, are collected under the same roof. Inscrutable are the motives of those in authority! The nun is vowed to obedience, but such partings must involve much painful feeling, for the affection that binds those who live so intimately together is often a very close one. No doubt the change of scene and people is ultimately for the good of the nun, and her work must certainly benefit from variety of experience.

In every way, in whatever aspect we consider them, the convent schools can show that, whether in methods or equipment, or qualifications, not to speak of the absolute devotion with which the work is done, they fall little, if at all, behind the schools avowedly secular, or those which belong to other religious bodies. Certain faults they possess which are not found in the public day-schools; but in their aim, their whole-hearted devotion to the work of education, their competition with schools not of their creed, their careful study of the means to success, and the strong influence they exercise over their pupils, they form a section of the educational world that other schools must admire but cannot afford to ignore.

E. C. MATTHEWS.

DIRECTORY OF EDUCATIONAL ASSOCIATIONS.

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THE object is stated only when this is not obvious from the title or not known by general repute. The following number (a) gives the membership total, (b) the yearly subscription, (c) the Society's organ, (d) telegraphic address, (e) telephone number, (f) date and place of next annual meeting, (g) secretary's name and office address.

The following no longer appear in the list:—The Agenda Club, formerly described as "An association of men and women undertaking or anxious to promote voluntary service for the benefit of the community, and to inspire others with a similar spirit"; The Ulster Schoolmistresses' Association, which has come to an end; The Students' Aid Society, Ltd., of which the Secretary reports: "This Society does not assist in any other way than by advancing loans, and this it has ceased to do."

Amongst additions may be noted: The Association for the Reform of Latin Teaching, The Home Music-Study Union, The Educational Colonies and Self-supporting Schools Association; The Eugenic Club; The Association for Securing Higher Education in Rural Schools; The School Dentists' Society; The Association of Science Teachers; The Students' Careers Association.

We have retained the address of the Charity Commission, in spite of the kindly hint of the Secretary that it "can hardly be called an 'Educational Association.'" The jurisdiction of the Commissioners over educational Charities was transferred to the Board of Education by the Board of Education Act, 1899, and the Orders in Council made thereunder."

Diligent research has failed to discover the present addresses of The Empire Educational League, The Indian

Students' Aid Committee, and the Association of Municipal Corporations.

We owe our best thanks to Secretaries for their promptitude in correcting slips. No reply came to hand from the Societies marked*.

Aberdeen County Schoolmasters' Association.

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Agriculture and Technical Instruction [Ireland], Department of.

Mr. T. P. Gill, 4 Upper Merrion Street, Dublin. (c) *Journal* of the Department. (d) Resources, Dublin. (e) 1223 and 1224 Dublin.

Agriculture, Scottish Teachers of, Incorporated Institute of.

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Aristotelian Society.

For the systematic study of Philosophy. 109. £1. 1s. Dr. H. Wildon Carr, 10 Mores Garden, Chelsea, S.W. (c) *Proceedings*. (f) July 13. 22 Albemarle Street, W.

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Art for Schools Association.

700. Subscription £1. 1s. or 10s. 6d. Miss M. L. Cooper, The Settlement, Tavistock Place, London, W.C. (d) *Arfarschol Eusquare*, London. (e) Central 723.

Art Masters, The National Society of.

380. £1. 1s. Mr. Francis C. Ford, M.A., 12 Stanwick Road, West Kensington, W. (c) *Own Journal*. (f) July-August 1914.

Arts, Royal Society of.

£2. 2s. Sir H. Trueman Wood, 18 John Street, Adelphi, W.C. The Society conducts annual examinations at about 500 centres in the United Kingdom in commercial subjects and music. There are also *viva voce* examinations in modern languages. (c) *Own Journal*. (d) Praxiteles Westrand, London. (e) 5610 Gerrard.

Art Teachers' Guild.

250. For those interested in the teaching of art in schools. 5s. Miss Ethel M. Spiller, 11 Highbury Crescent, London, N. (c) *Art Teachers' Guild Record*. (f) Jan. 1915.

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Assistant Mistresses in Public Secondary Schools, Incorporated Association of.

5s. Miss K. Andrews, 30A Clanricarde Gardens, Notting Hill Gate, W. (f) June 1914. Wyggeston Girls' School, Leicester.

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Holds Local Examinations in Music. Mr. James Muir, 15 Bedford Square, London, W.C. (d) *Associa*, London. (e) Gerrard 7356. (f) July 1914.

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Biblical Archaeology, Society of.

£1. 1s. Mr. W. L. Nash, F.S.A., 37 Great Russell Street, W.C.

Birmingham Council and Voluntary Schools Head Teachers' Association.

330. 5s. Mr. J. G. Forrester, Tindal Street School, Balsall Heath, Birmingham.

Blind, Home Teaching Society for the.

To give free instruction to the blind in the art of reading by touch, and to lend books in embossed types gratuitously. Miss M. A. Gilbert, 25 Victoria Street, S.W. (f) March 18, 1914, at 34 Portland Place, London.

Blind to Read, London Society for Teaching the.

Mr. Thomas H. Martin, 100 Avenue Road, Hampstead, N.W.

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Botanic Society, Royal.

Mr. J. Bryant Sowerby, Regent's Park, N.W.

British Association for the Advancement of Science.

3,500. Life members, £10; members, £2 first year, £1 succeeding years; associates for one meeting, £1. Mr. O. J. R. Howarth, Burlington House, W. The Association meets in Australia in August 1914, and in Manchester in 1915. (c) *Own Annual Report*. (d) Igdrasil Piccy, London. (e) Mayfair 2224. (f) Australia, August 1914; in Manchester 1915.

British and Foreign School Society.

Mr. W. Prydderch Williams, 114-116 Temple Chambers, Temple Avenue, E.C. Subscription, Life Governors, £10. 10s.; Annual Members, £1. 1s. (c) *Educational Record*. (e) 7969 Central. (f) May 1914.

Burgh and Parochial Schoolmasters' Association.

63. Mr. William Young, F.E.I.S., Dalkeith, N.B.

Catholic Head Masters' Association (Ireland).

Very Rev. A. Murphy, St. Munchin's, Limerick.

Catholic Schools Associations, Diocesan.

Westminster: Mr. T. W. Hunter, M.A., Archbishop's House, Westminster, S.W.

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Clifton: Mr. A. M. King, 13 Queen Square, Bath.

Hexham and Newcastle: Rev. Henry Mackin, St. Bede's, Jarrow-on-Tyne.

Leeds: Rev. M. Gosse, Clifford, Boston Spa.

Liverpool: Very Rev. Canon Alfred Snow, Aughton, Ormskirk.

Middlesbrough: Very Rev. Patrick Canon Lynn, The Cathedral, Middlesbrough.

Newport: Rev. P. A. Degen, St. Albans, Pontypool.

Northampton: Rev. Henry Stanley, Presbytery, Gorleston, Suffolk.

Nottingham: Very Rev. Canon O'Donoghue, 14 Great Nelson Street, Liverpool.

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Salford: Right Rev. Mgr. Canon Tynan, Farnworth, Bolton.

Shrewsbury: Right Rev. Mgr. Provost Clegg.

Southwark: Right Rev. Mgr. Brown, V.G., Catholic Church, Vauxhall, S.E.

Wales—Menevia: Rev. F. X. Thompson, Catholic Church, Connah's Quay, Flint.

Catholic Teachers' Association, Glasgow and West of Scotland.*

To promote interests of Catholic Teachers and their schools. 380. 2s. 6d. Mr. Charles McKay, 47 Crow Road, Partick, N.B.

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Chemical Society.

Dr. S. Smiles and Dr. J. C. Philip, Burlington House, London, W. (c) *Own Journal, Proceedings, and Annual*

- Report. (e) Mayfair 1368. (f) March 26, 1914. Burlington House.
- Chemistry, Institute of, of Great Britain and Ireland, Incorporated by Royal Charter.
To elevate the profession of chemistry by promoting the better education of persons desirous of becoming consulting and technological chemists, public analysts, and chemical advisers, by examining candidates, granting certificates of competency, and by insisting on the observance of strict rules for professional conduct. Fellows, £1. 1s.; Associates, £1. 1s.; Students, 5s. Admission by special training and examination only. Mr. R. B. Pilcher, 30 Bloomsbury Square, W.C.; after September 29, 1914, 30 Russell Square, W.C. (c) *Proceedings*. (e) Gerrard 2406. (f) March 2, 1914, at office.
- Child Study Society, London.
For the scientific study of the mental and physical condition of children, and also of educational methods, with a view to gaining greater insight into Child Nature and securing more sympathetic and scientific methods of training the young. 400. 10s. 6d., Associate members 5s. (c) *Child Study*. (f) March 19, 1914, at office; combined Conference at Edinburgh June 6-8, 1914. (g) Mr. W. J. Durrie Mulford, 90 Buckingham Palace Road, London.
- Cherwell Hall and Milham Ford School, Ltd.
34 Denison House, Westminster, London, S.W. (d) Outgrowth Churton, London. (e) 3319 Victoria. Council Meetings monthly at Cherwell Hall Training College, Oxford.
- Church Education Corporation.
A secondary educational trust for the establishment and maintenance of schools for girls and training colleges for women. Mr. Charles C. Osborne, 34 Denison House, Westminster, London, S.W. (d) Outgrowth Churton, London. (e) 3319 Victoria.
- Church of England Sunday School Institute.
Rev. H. Dawson, M.A., 13 Serjeants' Inn, Fleet Street, E.C. (c) *Church Sunday School Magazine*. (d) Catechist, London. (e) 9272 Central. (f) Oct. 19, 1914, at Church House.
- Church School-Managers and Teachers, The General Association of.
To bring school-managers and teachers who are members of the Church of England into closer union, for the purpose of enabling them to give expression to their opinions on any public question affecting national education. Miss E. M. Parham, 132 Argyle Road, West Ealing.
- Church Schoolmasters and Schoolmistresses' Benevolent Institution.
Annuities, Orphan Allowances, and Temporary Aid. Provident Sick Fund open to members. State insurance approved society. Minimum subscription 5s. General Fund, 2s. 6d. Orphan Fund. Mr. John West, The National Society's House, Great Peter Street, Westminster, S.W. (c) *The School Guardian*. (e) 4102 Victoria. (f) Malvern, June 2, 1914.
- Church Schools Company, Ltd. [Not for profit.]
Mr. F. W. Pittman, Church House, Dean's Yard, Westminster, S.W.
- Church Schools' Emergency League.
Objects: (1) the defence of Church Schools; (2) the principle of Definite Religious Education in all schools in accordance with the wishes of parents. 4,000. Manchester Centre: Rev. T. Taylor-Evans, Holy Trinity Vicarage, Bolton. London Centre: Mr. G. Lawder-Eaton, Miss J. R. Chitty (Organizing Secretary), Church House, Westminster, S.W. (e) 4079 Victoria. (f) November 17, 1914, Church House, Westminster.
- City and Guilds of London Institute.
Hon. Secs., Sir John Watney and Mr. S. W. Luard; Sec., Mr. A. L. Soper. Head office: Gresham College, Basinghall Street, E.C. The following are the Institutes, Colleges, and Departments:—
City and Guilds (Engineering) College, Exhibition Road, S.W.
City and Guilds Technical College, Finsbury, Leonard Street, E.C.
City and Guilds Technical Art School, 122 Kennington Park Road.
Department of Technology, Exhibition Road, S.W.
- Civil Service Commission.
Burlington Gardens, W.
- Class Teachers, National Federation of.
25,000. Mr. H. Pearson, 15 Eardisley Road, Mossley Hill, Liverpool. (c) *The Class Teacher*. (f) Sept. 25, 1914, Ipswich.
- Classical Association.
1,600. 5s. and 5s. entrance fee. Mr. M. O. B. Caspari, M.A., University College, London, W.C.; and Mr. W. H. Duke, M.A., Jesus College, Cambridge. (c) *Own Proceedings*. (f) Jan. 1915, Newcastle-on-Tyne.
- Classical Association of Ireland.
300. 5s. Mr. J. Thompson, M.A., 40 Harcourt Street, Dublin.
- (c) *Own Proceedings*. (f) Jan. 1915, Lecture Theatre, Royal Dublin Society.
- Classical Association of Scotland.
330. 5s. Mr. W. King Gillies, M.A., The High School of Glasgow.
- Clergy Orphan Corporation.
Rev. Wm. Charles Cluff, M.A., 35 Parliament Street, S.W.
- College of Preceptors.
Open to all teachers who possess University degrees or certain diplomas. 1,000. 10s. 6d. for holders of the College diplomas; £1. 1s. for other members. Mr. G. Chalmers, Bloomsbury Square, W.C. (c) *The Educational Times*. (d) Preceptors Westcent, London. (e) 4875 Central. (f) March 28, 1914, at office.
- Colonial Intelligence League for Educated Women.
Maintains an intelligence office to estimate the demand for women's work in the Overseas Dominions, and bring it into relation with the supply in this country; employs agents who investigate local openings and report on them; establishes settlements for women in the Dominions where they can gain experience in local conditions; brings before women and girls of the educated classes the opportunities for useful work in the Dominions, helps them to avail themselves of such opportunities, and impresses upon them the necessity for suitable training. 5s. (minimum). Miss Percy Taylor, 36 Tavistock Place, London, W.C. (d) Colindale Eusquare, London. (e) 3643 Regent.
- Commercial and Specialist Teachers, Institute of.
10s. 6d. Mr. Sorando Jones, 9 Hazelbank Road, Catford, S.E.
- Commissioners of Education in Ireland for the Management of Endowed Schools.
Mr. Stanislaus Murphy, LL.B., 6 Grafton Street, Dublin.
- Conference of Catholic Colleges.
For heads of secondary schools governed by Bishops or one of the Religious Orders. 80. £1. Very Rev. James Driscoll, M.A., D.D., Cathedral Choir School, Ambrosden Avenue, Westminster, S.W.
- County Councils Association, Education Committee of the.
120. Mr. G. Montagu Harris, Caxton House, Tothill Street, Westminster, S.W. (c) *Own official Gazette and Education*. (d) Combined Vic, London. (e) 299 Victoria. (f) February 1915.
- Cruelty to Children, National Society for Prevention of (Incorporated).
Mr. Robert J. Parr, Leicester Square, W.C. (Director). (c) *The Child's Guardian*. (d) Childhood Westrand, London. (e) 872 Gerrard.
- Dante Society.
800. Chevalier Ricci, 38 Conduit Street, W.
- Deaf, National Association of Teachers of.
367. 6s. Mr. A. F. Boyer, School for the Deaf, Versailles Road, Anerley, S.E. (c) *Teacher of the Deaf*. (f) March 14, 1914, at College of Preceptors.
- Deaf. Society for Training Teachers of the Deaf and for the Diffusion of the "German" (Pure Oral) System. Training College for Teachers and School for Deaf Girls, Eaton Rise, Ealing, London, W. Principal and Secretary, Miss Hewett.
Lip-reading taught to those who have become deaf in adult life.
- Deaf and Dumb, Association for the Oral Instruction of the.
Training College for Teachers of the Deaf and School for Deaf Children. Director, G. Sibley Haycock. 11 Fitzroy Square, W. (e) 3272 Mayfair. (f) July 1914, Portman Rooms, Baker Street, W.
- Deaf, Teachers of, National Association, Scots-Irish Branch.
60. 6s. Dr. J. Welsh, Institution for the Deaf and Dumb, Glasgow. (c) *The Teacher of the Deaf*. (e) 162 Langside. (f) March 7, 1914, at Deaf and Dumb Institution, Glasgow.
- Decimal Association, The.
Advocating the metric system. Publishes books and charts and sells rules, &c., in connection with the teaching of the metric system. Amount of yearly subscription optional. Finsbury Court, Finsbury Pavement, E.C. (c) *Own Annual Report*. (d) Affront Ave, London. (e) 2250 Central.
- Directors and Secretaries for Education, Counties and County Boroughs, Association of.
109. £1. Mr. Austin Keen, M.A., Cefn Llys, Cambridge.
- Domestic Subjects, Association of Teachers of.
1,150. 5s. Miss K. M. Buck, Hastings House, 10 Norfolk Street, Strand, W.C.; Miss A. W. Venning, 79 Loraine Mansions, Holloway, N. (c) *Education*. (f) May 16, 1914, London.
- Drawing Society, The Royal.
Incorporated 1902. For the natural development of the Drawing faculty in order to quicken all learning. Patron, The King. President, Princess Louise, Duchess of Argyll. Mr. T. R. Ablett, 50 Queen Anne's Gate, S.W. (d) Roydrasoc Vic, London. (e) 5933 Victoria. (f) Jan. 1915.

Dublin Education Society.

To promote the interests of Education by discussions on educational subjects. 135. 2s. 6d. Mr. M. Fitzpatrick, B.A., 4 Annally Terrace, Cabra Park, Dublin.

Education Committees (England and Wales), Association of.

208. 1 to 5 guineas. Mr. T. Groves, Town Hall, Leicester, and Alderman F. J. Leslie, Union Court, Castle Street, Liverpool. (c) *School Government Chronicle*. (e) 791 Leicester or 1368 Central Liverpool. (f) June 11-12, 1914, London.

Educational Colonies and Self-Supporting Schools Association.

To advocate a reform of our educational system under which children would receive a thorough training—manual, physical, and scholastic—and maintenance when necessary, paying for it at the completion of their training by a short period of employment that would be profitable both economically and educationally; to advocate this educational reform as a means of simplifying the solution of our greatest social, imperial, and military problems. Mr. J. B. Pennington, 3 Victoria Street, Westminster, S.W.

Educational Handwork Association.

7,000. 2s. 6d. Mr. J. Spittle, 16 Cambridge Road, Huddersfield. (c) *Educational Handwork*. (f) May 23, 1914, Warrington.

Educational Handwork Association of Scotland.

2s. 6d. Edinburgh District: Mr. Henry G. Paterson, Deanbank Cottage, Edinburgh. Glasgow District: Alexander Young, 38 Aberfeldy Street, Alexandra Park, Glasgow.

Educational Institute of Scotland.

14,000. Mr. S. M. Murray, F.E.I.S., 34 North Bridge Street, Edinburgh. Yearly subscription, 3s. 6d. (c) *The Educational News*. (d) Institute, Edinburgh. (e) 5160 Central, Edinburgh. (f) Sept. 19, 1914.

Educational Institutions, Union of.

Mr. W. J. Harris, F.C.I.S., The Technical School, Handsworth, Birmingham. (d) *Educate*, Birmingham. (f) November, 1914, Birmingham.

Empire Guild of Teachers. An interdenominational religious association, open to all women teachers.

2,400. 1s. 6d., including the magazine. Miss E. H. Sturge, 26 George Street, Hanover Square, W. (c) *Quarterly Papers for Teachers*. (d) Emissarius Reg, London. (e) 1812 Mayfair or 3839 Regent. (f) March 1914, 26 George Street, Hanover Square, W.

Employment for Women, The, Society for Promoting (see under heading "Loan Funds").

English Association, The.

The aims of the English Association are: To promote the due recognition of English as an essential element in the national education; to discuss methods of teaching English and the correlation of school and University work; to encourage and facilitate advanced study in English literature and language; to unite all those who are interested in English studies; to bring teachers into contact with one another and with writers and readers who do not teach; and to induce those who are not themselves engaged in teaching to use their influence in the cause of English as a part of education. 2,200. 5s. annual; £3. 3s. life. Hon. General Secretary, Prof. C. F. E. Spurgeon, 19 Clarence Gate Gardens, N.W. Secretary, Mr. A. V. Houghton, Imperial College Union, South Kensington, S.W.

Entomological Society of London.

620. £1. 1s. Rev. G. Wheeler, M.A., and Com. J. J. Walker, M.A., R.N., 11 Chandos Street, Cavendish Square, W. (e) 1043 Mayfair. (f) January 20, 1915, at office.

Esperanto Association, British (Incorporated).

For the propaganda of the International Language. 1,200. 5s. Mr. H. Clegg, 133 to 136 High Holborn. (c) *The British Esperantist*. (d) Esperanto, Westcent London. (e) 2326 Gerrard. (f) June 1, 1914, Y.M.C.A. Hall, Fargate, Sheffield.

Ethological Society.

A Society for the systematic study of human character. £1. 1s. Mr. A. Flindell Brady, 57 Wimpole Street, London, W. (c) *The Ethological Journal*. (d) Psychiatrist, London. (e) 2935 Mayfair. (f) June 10, 1914, Suffolk Street Galleries, Pall Mall.

Eugenic Club, The.

£1. 1s. Mr. W. A. Vaughan, 6 Hand Court, High Holborn, W.C.

Eugenics Education Society.

Ten Branches. 1,800. £1. 1s. and 5s. Mrs. Gotto, Kingsway House, Kingsway, W.C.

Federal Council of Secondary School Associations.

Mr. H. Bendall, 37 Norfolk Street, Strand, W.C.

Folk-Lore Society.

430. £1. 1s. Mr. F. A. Milne, 11 Old Square, Lincoln's Inn, W.C. (c) *Folk-Lore*. (e) 1414 Holborn.

Francis Holland (Church of England) Schools.

Miss Gray, 34 York Place (temporary premises), N.W.

French Governesses in England, Association of.

18 Lancaster Gate, Hyde Park, W. (e) 7161 Paddington.

Friends' First-day School Association, The. (Founded 1847.)

To develop, organize, and assist Sunday schools connected with the Society of Friends and others, and to promote the cause of religious education in general. Mr. Frederic Taylor, 15 Devonshire Street, London, E.C. (c) *Teachers and Taught*. (d) Affirmation Ave, London. (e) 8631 City. (f) March 20-22, 1914, Manchester.

Friends' Guild of Teachers.

250. Minimum 5s. Mr. F. H. Knight, Bootham School, York.

Froebel Educational Institute, The Incorporated.

Secretary, Mr. Arthur G. Symonds, M.A., Colet Gardens, Talgarth Road, West Kensington, W. (c) 1494 Western.

Froebel Society.

For promotion of Froebelian Methods in Education, organizes Conferences and Lectures, has Lending Library and Teachers' Agency. With branches, over 2,900 members. 5s. Miss Temple Orme, LL.D., 4 Bloomsbury Square, W.C. (c) *Child Life*. (e) 8615 Gerrard.

Froebel Union, National.

Examinations for Kindergarten and Lower Form Mistresses. Miss Maclean, Norwich House, Southampton Street, Bloomsbury, W.C. (e) 7878 Gerrard.

Gaelic League, The.

For the preservation and extension of the Irish language. Number of Branches, 1,400. Pádraig Ó Dálaigh, 25 Parnell Square, Dublin. (c) *An Claidheamh Solais*. (d) Gaedilg Dublin. (e) 581. (f) July 26 to August 1, 1914, Killarney.

Garton Foundation.

To promote the study of International Politics. Captain the Hon. Maurice V. Brett, M.V.O., Whitehall House, Whitehall, S.W. (d) Gartofound, London. (e) 8805 City.

Genealogical and Biographical Society.

Chevalier Ricci, 38 Conduit Street, W.

Geographical Association.

To improve the teaching of geography. 1,100. 5s. For particulars and advantages of membership apply to Hon. Correspondence Secretary, J. F. Unstead, The Bend, Florence Road, Sanderstead, Surrey (c) *Geographical Teacher*. (f) January 1915.

Geographical Society, Royal.

5,200. £5 entrance fee, £3 subscription. Dr. J. Scott Keltie, Kensington Gore, S.W. (c) *Geographical Journal*. (e) 2648 Kensington. (f) May 18, 1914, in the Theatre, Burlington Gardens.

Geological Society.

Mr. Herbert H. Thomas, Burlington House, London, W.

German Governesses in England, Association of.

Temporary home (London) and convalescent home (in country) for members. Agency. Sick fund. Governesses' Registry, English Classes, &c. 610. 12s. (entrance fee 10s. 6d.). 16 Wyndham Place, Bryanston Square, W. (c) *Der Vereinsbote*.

Gilchrist Educational Trust.

Dr. A. H. Fison, 1 Plowden Buildings, Temple, E.C.

Girls' Public Day School Trust, Limited (25 Schools).

Mr. A. Maclean, Broadway Court, Westminster.

Governess Association of Ireland for promoting the Higher Education of Teachers.

Scholarships and grants in aid of intending teachers. Miss Lewis, 88 Pembroke Road, Dublin.

Governesses' Benevolent Society of Scotland.

Provident fund. Grants, Annuities, &c.; also residence and registry for governesses. Secretary and Treasurer, Mr. C. E. W. Macpherson, C.A., 6 North St. David Street, Edinburgh Lady Superintendent, Residence and Registry, Miss Ross, 10 Gloucester Place, Edinburgh.

Governesses' Benevolent Institution (Incorporated by Royal Charter).

Secretary and Office: Mr. A. Wesley Dennis, Walter House, Strand, W.C. Home for the Disengaged and Free Registration Office: 47 Harley Street, W. Furneaux Holiday House: Fairmount, Shanklin. Home for the Aged: Chislehurst, Kent. (e) 1549 Regent. (f) May 1, 1914, Criterion Restaurant, Piccadilly.

Governesses' Benevolent Institution, Liverpool.

Miss V. Roxburgh, 18 Slater Street, Liverpool.

Governesses' Institution.

20 Welbeck Street, Cavendish Square, W.

Graduates in Music, Union of.

3s. 6d. Mr. E. F. Horner, Mus.Doc., 191 Beverley Road, Anerley, S.E.

Guild of Advance for Teachers and Parents. To hasten advance in educational practice and administration by co-operation of the

- more serious-minded and enthusiastic amongst those engaged in rearing and training children.
10s. 6d.; or, for those who will agree to engage in some definite progressive experimental work in connexion with the Guild, 1s. Miss F. V. Creaton, Penrith New School, Long Lane, Finchley, N.
- Guild of Graduates, University of Wales.**
Mr. J. G. Davies, M.A., County School, Neath.
- Gymnastic Teachers' Institute, The Incorporated**
An Examining Body of Teachers of Physical Exercises. Membership consists of Fellows, Members, and Associates, obtainable by examination only. Examinations are also held in Fencing, Educational Gymnastics in the Swedish System, and for the Elementary School Teachers' Certificate for Physical Training. Mr. T. Williams, 25 Chalcraft Road, Lee, S.E.
- Head Masters' Conference.**
The object of the Conference is the discussion of educational questions which affect such schools as are in close connexion with the Universities of Oxford and Cambridge. 113. £2. 2s. Mr. W. A. Evans, 12 King's Bench Walk, Temple, E.C. (c) *Own Bulletin*. (d) 52 Temple. (e) 251 Central. (f) December 22-23, 1914, Imperial College of Science and Technology, S.W.
- Head Masters, Incorporated Association of.**
To take united action on part of head masters of public secondary schools. 500. £1. 1s. Mr. H. Bendall, 37 Norfolk Street, Strand, W.C. (c) *Own Review*. (e) 8384 City. (f) January 1915.
- Head Mistresses' Association (Incorporated).**
£1. 5s. country, £1. 10s. London, members. Correspondents in the Colonies, India, and the Dependencies, 10s. Miss R. Young, 61 Great Ormond Street, W.C. Conference in June. (e) 2958 Holborn. (f) June 12-13, 1914, Redland High School, Clifton, Bristol.
- Head Mistresses' Association, The Yorkshire.**
[Senior Mistresses of mixed schools under a head master are also eligible for membership.] 2s. Miss Nodes, Municipal High School, Doncaster.
- Head Mistresses of Public Secondary Schools in the Administrative County of London, Conference of.**
2s. 6d. Miss Mary Hanbidge, M.A., Central Foundation School, Spital Square, E.
- Head Teachers, National Association of.**
Mr. J. E. Dogherty, 25 Queen's Road, Jesmond, Newcastle-on-Tyne. (c) *Head Teachers' Review*. (f) June 3-5, 1914, Lincoln.
- Hellenic Studies, Society for the Promotion of.**
946, and 206 Subscribing Libraries. £1. 1s. (entrance fee £2. 2s.). Mr. J. ff. Baker-Penoyre, 19 Bloomsbury Square, W.C.
- Historical Association.**
5s. Miss M. B. Curran, 6 South Square, Gray's Inn, W.C. (f) January 1915, London.
- Historical Association of Scotland.**
600. 5s. Mr. William C. A. Ross, Royal High School, Edinburgh. (f) November 1914, St. Andrews.
- Historical Society, Royal.**
£2. 2s. Mr. H. E. Malden, M.A., 7 South Square, Gray's Inn, W.C. (c) *Own Transactions*. (f) February 1915.
- Historical Teaching Fund, Advanced.**
Mr. H. R. Tedder, Athenæum Club, Pall Mall, S.W.
- Home and Colonial School Society.**
Wood Green, N. Hon. Sec., Mr. Thos. Robertson; Principal, Rev. D. J. Thomas, M.A.
- Home for French Governesses in England.**
Mme Bertot, Directrice, 18 Lancaster Gate, Hyde Park, W.
- Home Music-study Union.**
To encourage the systematic study of music from the listener's standpoint. By subscription to the Union's organ, *The Music Student*, 5s. 6d. Mr. Percy A. Scholes, Mus.B., A.R.C.M., 30 Carlton Terrace, Child's Hill, N.W.
- Home-Reading Union, National.**
To guide readers of all ages in the choice and use of books, &c. Miss Josephine Gauntlett, 12 York Buildings, Adelphi, W.C. (c) *Own Magazines*. (e) 1598 Regent.
- Humanitarian League.**
2s. 6d. minimum. Mr. H. S. Salt, Hon. Sec., 53 Chancery Lane, W.C. (c) *The Humanitarian*. (f) April 2, at Westminster Palace Hotel.
- Hygiene, Incorporated Institute of.**
J. Grant Ramsay, F.R.E.S., 33 and 34 Devonshire St., Harley St., W. (d) Salutaris, London. (e) 3707 Paddington. (f) March 12, 1914, at office.
- Intermediate and University Teachers [Ireland].***
Mr. P. F. Condon, 55 Haddington Road, Dublin.
- Intermediate Education Board for Ireland.**
Address—The Assistant Commissioners of Intermediate Education, 1 Hume Street, Dublin. (d) Intermediate, Dublin. (e) 1533 Dublin.
- International Correspondence.**
To promote the study of Languages by means of International correspondence. Miss Lawrence, *Review of Reviews* Office, Bank Buildings, Kingsway, W.C.
- International Council of Women.**
Convener of Education Committee, Mrs. Ogilvie Gordon, D.Sc., Ph.D., F.L.S., 1 Rubislaw Terrace, Aberdeen. The members of Committee are representatives from twenty different countries, in which there are National Councils of Women, and the annual reports of the Education Committee are combined reports, dealing with the conditions in each of these countries and the progress made during the year in the various departments of education.
- International Guild.**
6 Rue de la Sorbonne, Paris.
- International Travel and Educational Association.**
E. P. Gaston, F.R.G.S., 134 Salisbury Square, Ludgate Circus, London, E.C. (d) Intertrav, London. (e) 1036 City.
- International Visits Association.**
For the purpose of studying the Customs and Institutions of other Countries. £1. 1s. Miss F. M. Butlin, Old Headington, Oxford (or 61 South Molton Street, W.).
- Irish Association of Women Graduates and Candidate-Graduates.**
Miss M. Joynt, M.A., 21 Annesley Park, Rathmines, Dublin; and Miss K. M. Shannon, B.A., 103 Upper Leeson Street, Dublin.
- Irish Language, Society for the Preservation of. (Founded 1876).***
10s. Mr. J. J. MacSweeney, R.I.A., 6 Molesworth Street, Dublin.
- Irish National Teachers' Association.**
Mr. Michael Doyle, Ballymote, Co. Sligo.
- Irish Protestant National Teachers' Union.**
Mr. Isaac M'Loughlin, B.A., Clandeboye, co. Down, Ireland.
- Irish Schoolmistresses and other Ladies interested in [Secondary] Education, Central Association of.**
5s. Miss Rowlette, B.A., Kiltonan, Clonskeagh, Dublin
- Irish Technical Instruction Association.**
To take concerted action with regard to legislation, educational programs, development of technical instruction, forwarding the industrial movement, &c. 68 Committees; about 1,400 members. Rev. P. J. Dowling, C.M., Ph.B., St. Vincent's, Sheffield; Assistant Secretary, P. J. O'Neill, Esq., Courthouse, Maryborough.
- Joint Agency for Women Teachers.**
Managed by Committee appointed by Teachers' Guild, College of Preceptors, Association of Head Mistresses, Association of Assistant Mistresses, and Welsh County Schools Association. Registrar, Miss Alice M. Fountain, 74 Gower Street, W.C. (d) Docentia, Westcent London. (e) 3729 Gerrard.
- Joint Conference of Educational Associations.**
Secretary, c.o. The Teachers' Guild, 74 Gower Street, W.C.
- Joint Scholarships Board, The.** To conduct examinations for Scholarships offered by C.C.'s, Trusts, and Schools. Mr. H. Bendall, 37 Norfolk Street, Strand, W.C. (e) 8384 City. (f) February 1915.
- Joint Scholastic Agency, The.**
The Head Masters' Conference, Incorporated Association of Head Masters, College of Preceptors, Teachers' Guild, Assistant Masters' Association, Welsh County Schools Association, Association of Technical Institutions, Association of Head Masters of Preparatory Schools are represented on the Committee. Registrar, Mr. E. A. Virgo, 23 Southampton Street, Bloomsbury Square, London, W.C. (d) Educatorio, Westcent London. (e) 2257 City. (f) February 12, 1915, College of Preceptors.
- King Alfred School Society, The.**
£1. 1s. Mrs. N. Spiller, 24 Ellerdale Road, Hampstead, N.W. (c) *Own Magazine*. (f) November 19, 1914, at office.
- Latin Teaching, Association for the Reform of.**
130. 5s. Mr. W. L. Paine, 26 Sydenham Road, Croydon.
- League of the Empire.**
Imperial co-operation in education and other matters. Affiliated schools in different countries of the Empire. Councillors' subscription, £1. 1s.; members', 5s. Its scheme for the migration of teachers for purposes of study is in operation. Imperial Union of Teachers (inaugurated 1913) meets annually in London. Next Conference in Toronto in 1916. Central club-rooms recently opened. Particulars of subscription sent on application to Mrs. Ord Marshall, Central Offices, 28 Buckingham Gate, Westminster, S.W. (d) Empirica, Sowest London. (e) 3094 Victoria.

Ling Association of Trained Teachers of Swedish Gymnastics.

To band together Teachers of Swedish Gymnastics; to obtain ultimately a registered list of duly qualified Remedial and Educational Gymnastic Teachers; to hold examinations for Swedish Gymnastic Teachers' Diploma; to arrange holiday courses and meetings; to publish a list of vacant posts. 250. 10s. 6d. Miss Hankinson, 67 Shaftesbury Road, Crouch Hill, N. (c) *Own Leaflet*.

Literary Fund, Royal.

For the temporary assistance of Authors and their families who are in want or distress. £1. 1s. or upwards annually, or £10. 10s. in one sum. A. Llewelyn Roberts, B.A. Oxon., 40 Denison House, 296 Vauxhall Bridge Road, S.W.

Literature, Royal Society of.

Number of ordinary subscribing Fellows limited to 200. Entrance Fee, £3. 3s.; subscriptions, £2. 2s. Percy W. Ames, LL.D., F.S.A., 20 Hanover Square, W. (f) May 27, 1914, at office.

Liverpool Council of Education.

For the promotion and encouragement of education. Founded 1874. 130. £1. 1s. (Life member £21). The Rev. Canon H. Gibson Smith, 14 Sir Thomas Street, Liverpool. (c) *Scheme of Scholarships and Annual Report*. (e) 6416 Central. (f) March 1914, Town Hall, Liverpool.

Loan Funds.—The Pfeiffer Fund, The Caroline Ashurst Biggs Memorial Loan Fund, The Helen Blackburn Memorial Loan Fund, the Mrs. Haweis Memorial Loan Fund, the Louisa Lady Goldsmid Loan Fund, and the Educated Women Workers' Loan Training Fund.

Society for promoting the employment of Women. Secretary, Miss G. King, 23 Berners Street, Oxford Street, W.

All these funds are to help students in paying fees for professional or technical training. (e) 1652 City.

London Chamber of Commerce, The (Incorporated), Oxford Court and 97 Cannon Street, E.C.

Mr. Charles E. Musgrave (Secretary); Mr. Christopher E. Town, F.A.A. (Assistant Secretary of the Chamber and Secretary for Commercial Education). (c) *Own Journal*. (d) Convention, Cannon London. (e) 7554-5-6 City. (f) April, 1914, at office.

London Head Teachers' Association.

950. 7s. 6d. Mr. W. Orchard, 20 Busby Place, Camden Road, N.W. Head-quarters, St. Bride Foundation Institute, Bride Lane, Fleet Street, E.C. (c) *Head Teachers' Review*. (f) December 9, 1914, at St. Bride Foundation Institute, Bride Lane, Fleet Street, E.C.

London Non-Primary Teachers, Federated Associations of.

Mr. Isserlis, West Ham Technical Institute, Romford Road, West Ham.

London Teachers' Association.

19,500. 5s. Mr. T. Gautrey, L.C.C., 9 Fleet Street, E.C. (c) *London Teacher*. (e) 897 Central. (f) October 31, 1914, London.

Manual Training Teachers, National Association of.

To promote educational handwork and the professional interests of its members. 1,000. 4s. Mr. E. Lineham, 258 Laburnum Grove, North End, Portsmouth. (c) *Manual Training*. (f) April 13-14, 1914, Leeds.

Mathematical Association.

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Mathematics, Association of Teachers of [for S.E. of England].

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Medical Officers of Schools Association.

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Montessori Society, The.

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National Teachers' Superannuation Office [Ireland].

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Oxford, Association for Promoting the Education of Women in.

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School Attendance Officers' National Association.

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School Nature Study Union.

1,670. 2s. 6d. Mr. H. E. Turner, 1 Grosvenor Park, Camberwell, S.E. (*c*) *School Nature Study*. (*f*) February 1915.

Schools' Mutual Aid Society.

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Société pour la Propagation des Langues Étrangères en France.
 28 rue Serpente, Paris.

Sociological Society.
 1 guinea. Mr. S. K. Ratcliffe, 21 Buckingham Street, W.C. (c) *The Sociological Review*. (e) 11552 Central. (f) April 28, 1914, Royal Society of Arts.

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Sunday School Association.
 Mr. T. M. Chalmers, M.A., Essex Street, Strand, W.C. (c) *Sunday School Monthly*. (d) Unitasocce, London. (e) 2765 Gerrard. (f) June 2, 1914, Essex Hall, Essex Street, W.C.

Sunday School Union.
 Rev. Carey Bonner, 56 Old Bailey, E.C. (c) *Sunday School Chronicle*. (d) Worshipper, Cent, London. (e) 13874 Central. (f) May 1-8, 1914, City Temple.

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 Cambridge Syndicate. Rev. Dr. Cranage, Syndicate Buildings, Cambridge. (c) *University Extension Bulletin*. (d) Syndicate, Cambridge. (e) 579. (f) July 31 to August 24, 1914.

Oxford Delegacy. Mr. J. A. R. Marriott, Examination Schools, Oxford. (c) *University Extension Bulletin*. (d) Extension Delegacy, Oxford. (f) August 1915, Oxford.

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Prospectus and further particulars from the Principal, 5 Melville Street, Edinburgh.

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A single course in any subject may be attended.

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COLLEGE ENTRANCE SCHOLARSHIPS.

Three Entrance Scholarships—one in Arts, and two in Science—will be offered for competition in June next, viz.:

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Applications for Scholarships or Grants should be sent in on or before the third Wednesday in June.

For further conditions apply to the HEAD OF THE DEPARTMENT.

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Further particulars may be obtained from the REGISTRAR.

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W.C.

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(iv), (v), and (vi) A ROSA MORISON, a WEST and a CAMPBELL CLARKE SCHOLARSHIP, tenable in the Faculty of Arts only.

(vii) A GOLDSMID SCHOLARSHIP tenable in the Faculty of Science only.

(viii), (ix) and (x) A BUCKNILL SCHOLARSHIP and two EXHIBITIONS, tenable in the Faculty of Medical Sciences only.

(xi) A GOLDSMID SCHOLARSHIP tenable in the Faculty of Engineering only.

Forms of entry for (i) to (vii) must be received on or before May 11th, 1914; those for (viii), (ix), and (x) must be received on or before July 14th, 1914; those for (xi) must be received on or before September 15th, 1914.

Full particulars may be obtained from:—

WALTER W. SETON, M.A.,

Secretary.

**ROYAL HOLLOWAY COLLEGE
(UNIVERSITY OF LONDON).**

Principal: Miss E. C. HIGGINS, B.A.

ENTRANCE SCHOLARSHIPS.—Eleven Entrance Scholarships, from £50 to £60, and several Bursaries of not more than £30, tenable for three years at the College, will be awarded on the results of an Examination to be held from June 29th to July 4th, 1914. Names must be entered before May 30th, 1914. The College prepares Women Students for London Degrees. Inclusive fee, £100 a year. **EASTER TERM BEGINS** on April 18th.

For Forms of Entry and further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

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(UNIVERSITY OF LONDON).**

TWO SCHOLARSHIPS of £50 a year for 3 years, given by the Drapers' Company, and other Entrance Scholarships of the value of £35 to £50, will be offered at an Examination to be held in May, 1914.

Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1914, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars, apply to the Secretary, Miss S. M. SMEE, Westfield College, Finchley Road, N.W.

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SCHOLARSHIPS.**

EXAMINATION, June 9th, 10th, and 11th.

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SHERBORNE SCHOOL. — An

Examination for Entrance Scholarships, open to Boys under 14 on June 1st, will be held on July 14th and following days. Further information can be obtained from the HEAD MASTER, School House Sherborne, Dorset.



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15 Bedford Square, London, W.C.

Telegrams: "ASSOCIA, LONDON."

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SCHOLARSHIPS IN ARTS, SCIENCE, AGRICULTURE, AND MUSIC.

An Examination for one MAJOR OPEN SCHOLARSHIP in Science, of £69 per annum (open to men and women), two WANTAGE SCHOLARSHIPS in Arts, Science, or Agriculture, each of £40 per annum (open to men), and one ST. ANDREW'S HALL SCHOLARSHIP in Arts or Science, of £40 per annum (open to women) will be held at the College on 26th May to 29th May, 1914. Also one MINOR OPEN SCHOLARSHIP (open to men and women), entitling to remission of tuition fees (£20 per annum for Arts, £24 per annum for Science or Agriculture), will be offered for competition at the same examination. The foregoing Scholarships are tenable at the College for two years from October, 1914, with possible extension for a third year. Candidates must pass before September, 1914, the London Matriculation Examination, or an examination exempting therefrom, and must be prepared to read for a London Degree in Arts, Science, or Agriculture. Entries must be sent in by May 5, 1914.

An Examination for two SCHOLARSHIPS in MUSIC, each of the value of about £26 per annum, tenable at the College for one, two, or three years, will be held at the College on July 2, 1914. The Scholarships are open to men and women. Candidates must offer Singing, Pianoforte, Violin, Viola, Violoncello, or Organ as a principal subject. Entries must be sent in by 18th June, 1914.

Further particulars of the above and of other Scholarships and Exhibitions, and prospectuses of the College, may be obtained from the REGISTRAR, UNIVERSITY COLLEGE, READING.

FRANCIS H. WRIGHT, Registrar.

BATTERSEA POLYTECHNIC, London, S.W.

Principal: S. G. RAWSON, D.Sc.

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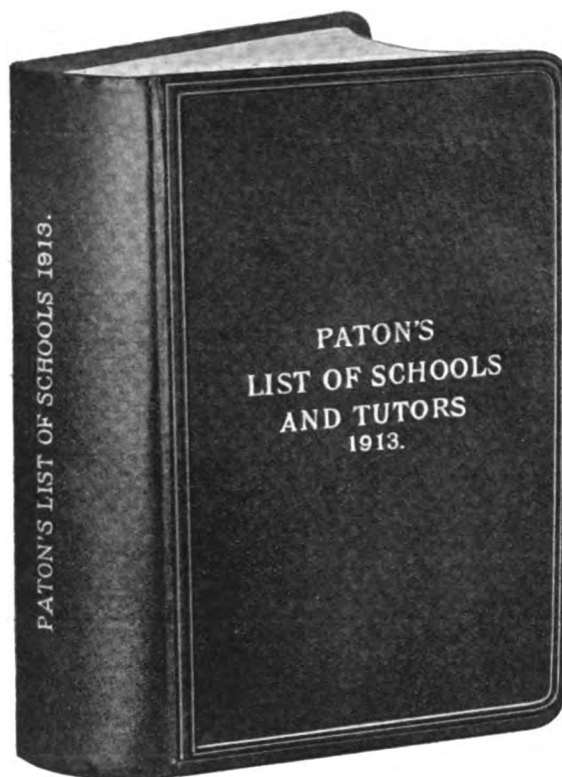
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OCCASIONAL NOTES.

THE Teachers' Register is a going concern, and, like Virgil's Fame, it gains momentum as it goes. The applications received up to March 24 are approximately 1,840, and for the last day or two they have been coming in at the rate of fifty a day. The number so far approved by the Council is a thousand. Applicants should be prepared for some delay in receiving their certificates, as till precedents are settled the particular form of entry on the Register involves many troublesome points of detail. A circular has been authorized by the Executive of the N.U.T. recommending its members to join; but the entries, as far as they have gone, lend no colour to the anticipation that the most numerous class of teachers would swamp the rest. This is an important fact, as we must all look forward to the time when the Registration Council will be elected directly by the registered teachers, and not, as now, indirectly through Associations. The period of operation of the alternative conditions has been extended from December 31, 1918, to December 31, 1920. This extension was granted in order to meet the somewhat hard case of intending teachers who are now in the final or pre-final year of their University course, and so could not put in the requisite five years of teaching. The Council, as we anticipated, has met the difficult case of women students who have passed the final schools at Oxford or Cambridge without taking the previous University examination required for the B.A. degree, by shifting the onus on to the shoulders of the Universities. The altered clause in the appendix to the conditions now reads: "A certificate of having passed the final degree examina-

tion of any Universities approved by the Council for the purpose of Registration, under such conditions as to courses of study and preliminary examinations as may be accepted for the time being by such University."

REPRESENTATIVES of over thirty societies attended the meeting of March 7 convened by the Council of the Teachers' Guild. The meeting was purely deliberative, and no resolutions were proposed. But the constitution and conditions of the new society and its relation to the Guild were fully discussed, and it is hoped that at the adjourned meeting to be held on May 9 delegates will come prepared to pledge their respective Associations to support the project. The main objections raised were three:—(1) If it were a learned society it could not admit all and sundry who are interested in education; (2) if it is to attract teachers in any numbers the subscription of a guinea is prohibitive; (3) teachers have not the time to attend more meetings, and the Teachers' Guild is already, however imperfectly, by its psychological committee doing the work of research, and needs only strengthening and development. We shall not attempt to answer these objections categorically, but would only point out that the monetary objection may be met by the proposed lump subscription for each Association, and that the Teachers' Guild could not attempt the expense of Proceedings and a yearly Bulletin without external support. Also it is hoped that, at the May meeting, the Guild may be able to announce the acquisition of new and suitable premises in Russell Square.

ON the whole, opinions were not favourable to the idea of founding a new association. There was, however, a good deal of evidence of a desire for more united action among teachers. The need for some organization for expressing to the authorities the considered opinions of the general body of teachers was dwelt upon, and such need must be obvious to everyone. The subject of training in schools, for instance, has now come to the front. Are teachers content to leave it to be discussed by head masters and head mistresses only? or is each of the numerous pedagogic associations to send in a memorandum on training from its own particular point of view, and leave the harassed officials at Whitehall to collate them? Then there is the whole subject of the formation of character, including moral instruction. That cannot be dealt with merely by an association existing for the purpose; it is the business of every teacher in the country, and progress can be made only if every teacher takes an interest in it. If we are not to have a Society of Education, we must have some other machinery for collecting and expressing the view of the general body. Perhaps some development of the Committee of the Conference Week in this direction might be possible.

CONTINUATION schools are in the air, and we may confidently expect that the next Government Bill will make provision for a great development of them—to the extent at least of making it incumbent on all Education Authorities to provide facilities for the further education of elementary-school children. Should attendance at such schools be compulsory? This is one of the

questions which arise. Dr. Sadler discussed it in his volume on continuation schools published in 1907, and came to the conclusion that we must aim at ultimately establishing a compulsory system, though it cannot be set up everywhere at the outset. There may be some arguments against compulsion in this matter, but there is one in favour of it which seems to us to be conclusive. Under a voluntary system the hooligans and the idlers—the very people we want to catch—would be left out. Continuation schools, it must be remembered, are rather for the rank and file than for the abler school children. The latter will go on, and in many places now do go on, to secondary, trade, and technical schools. We need not fear that their further education will be hindered by the presence of the stupid and the unwilling. Further, we here must remember that the aims of the continuation schools will be largely disciplinary and social, certainly not merely instructional, and this makes it specially desirable that the rougher element should be got into them.

THERE is another potent reason why attendance at continuation schools should be compulsory. When Dr. Kerschensteiner, the organizer of the Munich system, was asked his opinion about compulsion, he replied that if there were no compulsion many boys and girls, keenly desirous of self-improvement, would be prevented from attending school through the carelessness or greed of their employers. The same calamity would no doubt result in England if attendance were purely voluntary. True, the hours of youthful employes might be regulated by law so that employers could not retain them during school hours, but that would be of little use if they were allowed to spend those hours in the streets.

ONE of the most remarkable features of political history during recent years has been the visits of members of the Government to Germany to study German methods of administration. Mr. Lloyd George went there to learn about Insurance and Lord Haldane to investigate the art of preparing for war. Now Mr. Hobhouse has gone to find out the secret of making a big revenue out of the Post Office, and Mr. Pease to see how continuation schools ought to be managed. And just at the same moment all London has been rushing to Covent Garden to hear "Parsifal." Here are two remarkable phenomena: Cabinet Ministers studying the prose of German administration and the general public stirred by the poetry of German music. Germany is a mighty influence among us; yet we neglect German in our schools. Few of our boys are taught anything about that type of national character and that system of government from which statesmen think that they have much to learn; few girls know anything of the legends, the religious history, and the ethical feeling which went to the making of the Wagner opera; few of our young people learn to know the best that has been thought and said by Germans, even when so many of our more thoughtful men and women turn to Germany for inspiration. Here is a gulf between our schools and contemporary life which surely needs to be bridged.

THE Senate of Liverpool University has recommended that Latin should cease to be obligatory in the Entrance Examination, and the Council has

Compulsory Latin.

referred the recommendation back for further consideration. A writer in the *Liverpool Daily Post* justly remarks that it is curious that the Senate, which is a purely academic body, should be more willing to let Latin go than the Council, which is composed principally of professional and business men. The most remarkable part of his article, however, is not this observation, but his contention that compulsory Latin ought to be retained, because it is a brain-producing subject, and what we may roughly call modern subjects are not brain-producing. "You cannot," he says, "winnow out the big brains from the little ones if you abolish the classical languages, and mathematics, which will be the next to go." We call attention to this because it is the opinion not merely of that rather mythical personage, the man in the street, but of many educated and thoughtful people. Again and again we have observed in discussions about education the idea expressed or implied that classics and mathematics (sometimes science is added) are the only serious subjects of education, the only ones which need severe effort or which develop brain-power, modern languages, history, and others being treated as merely "trimmings." The view of the writer from whom we have quoted is that there is no possible alternative to Latin, considered as an educational instrument. Why does he not look into the question of French and German in the entrance examination and find out whether they could perform the winnowing process, and, if not, how they could be made efficient for that purpose?

BUT is this entirely the fault of the public? Are the present leaders of the modern language movement doing anything to show that French and German can be made to demand the same solid hard work and expenditure of brain tissue as Latin and Greek? Have the exponents of what are called the "advanced" methods ever so much as claimed for those methods that they develop brain and backbone, as classicists claim that the ancient languages develop them? We hear the direct method called interesting, pleasant, natural; has anyone ever called it fortifying or bracing? We hear much about the successful teaching of French as an agreeable and useful accomplishment, but nothing at all about it as an instrument for producing a masculine type of intelligence. So long as the modernist is content to rest his case for modern languages on their usefulness to society, or even on their value as culture, we fear that he will find it difficult to win for them their proper place as part of a liberal education.

THE *Headquarters Gazette* for February reminds us that there are now 140,000 Scouts in the United Kingdom and that the movement has taken root in other countries. Sir Robert Baden-Powell is appealing for £250,000 to endow his movement, and we hope that he will get it. Fine as is the work of our elementary schools, little as it deserves to be denigrated, it is necessarily one-sided, and scouting is one of its indispensable complements. It teaches the working man's son what Tom Brown learns almost unconsciously before he goes to Rugby, but what the children in mean streets will never learn if left to themselves—namely, how to shift for themselves when thrown entirely on their own resources.

Boy Scouts.

Intellectual self-reliance the schools can teach, but not reliance on one's own ingenuity, invention, shrewdness, and common sense in unforeseen circumstances and before unforeseen problems; nor can they teach the practical arts of life, as scouting should teach them. Ethically scouting gives something of that training which Tom Brown gets in the playground—the training in self-discipline as the member of a disciplined community.

A CIRCULAR from Printing House Square announced that forty thousand specimen copies of the March *Educational Supplement* would be sent to Ministers of all denominations, and, as an inducement to advertisers, it was stated as a fact that the majority of schoolmasters are clergymen. Even if we restrict it to the upper classes who read the *Times*, this is an extraordinary exaggeration. Our impression was that 5 per cent. would be nearer the mark, but we checked it by a reference to the "Public Schools Yearbook." Taking at random seven of the leading public schools, we find 273 laymen against 28 clerics. The particulars are not without interest: Eton, 70, 5; Harrow, 39, 5; Rugby, 32, 6; Winchester, 29, 5; Westminster, 18, 3; Clifton, 51, 2; City of London, 34, 2. As in county schools a cleric is the exception, we think our estimate is not very wide of the mark.

"R. H." has been preaching a sermon in the *Morning Post* on Drudgery, and a very excellent sermon it is. The subject is one about which teachers do not care to talk much. No educational association has yet been bold enough to discuss such a topic as "The Need for Dull Work," no president daring enough to give an address on "The Value of Grind in Education." Our meetings have always something of a drawing-room flavour about them, and only the pleasantest subjects may be mentioned. "R. H." is not afraid to grasp the nettle. He distinguishes very well between intelligent and unintelligent drudgery, between drudgery undertaken because it is necessary to the attainment of some desired end, and the drudgery which knows no purpose beyond itself, and he points out that, as the boy or girl grows, the second kind should gradually give way entirely to the first. But when he argues against requiring unthinking obedience from school children, he is merely setting up a ninepin to bowl over. Teachers who hold that the children should be taught to obey without asking why are very rare nowadays. To insist on unreasoning obedience may be necessary at times, as for instance with the charge of the Light Brigade, but no good teacher would ever regard it as anything but an unfortunate necessity.

FOR some federation of this kind there is a valuable precedent. The Federal Council of Secondary School Associations grew out of the sense of the weakness of the individual associations and the consequent need for union amongst them. It was formed some eight years ago, and now includes representatives of nine of what we may call the political associations—that is, those which are concerned mainly with questions of administration and the position of teachers. The Head Masters' Conference even has at least pronounced a blessing on the Council by appointing a representative.

Some very useful work has been done, especially in recent years. Registration, pensions, examinations in connexion with the report of the Consultative Committee thereon, and the forthcoming Education Bill have all been discussed. Reports have been drawn up and in some cases conferences have been held with the Board of Education. The report on a new basis of State grants is a valuable contribution to a difficult problem. This result shows that federations may work successfully, in spite of the cumbersomeness of their machinery. What the Federal Council does for administrative questions, there is need that some other similar body should do for more strictly educational questions.

SUCH are the threatenings of a famine of teachers that the Board of Education has been compelled to agree to the suggestion of a number of Local Authorities that the Supplementary Teachers now employed in teaching in the upper departments of rural schools should be permitted to remain in office till 1919, instead of disappearing this year, as had been the Board's original intention. There is no question about the reason—the circular of the Board states plainly that if these teachers were ejected their places could not be filled. As for the supplementary teachers now employed in the infants' departments of rural schools, there is apparently no prospect of their ever giving way to properly qualified mistresses. It is curious that the younger the children, the less apparently is the skill needed to teach them. But for our solace the Board announce one reform, which they evidently hope will at least give a sugar coating to the pill. No new appointments of unqualified teachers to urban schools are to be sanctioned. With this grain of comfort we must be content for another five years.

THE English Association has issued a report on examinations in English at the senior stage—that is, for boys and girls of about sixteen years of age. Their first suggestion is that English should be compulsory for all candidates and should include at least two papers, one on English Language and Composition and one on English Literature. They protest against the idea that nothing but an essay is needed as a test in composition, and suggest various other exercises, all of them useful if they can be prevented from becoming artificial. The subjects set for the essays are criticized, but the Association's own suggestions only show how hard it is to avoid the commonplace without falling into the over-difficult. How many boys could make anything of the question whether Milton is likely ever to become a popular poet? The invitation to "discuss the following specimens of English writing" is hopelessly vague. Questions on the history of language are ruled out, a view with which most teachers will agree; analysis and grammar it is desired to make optional, a point on which there will probably be some difference of opinion. Schools should be examined individually in English literature, each school drawing up its list of texts read and indicating the general lines of treatment; and there should be an oral examination, which should include reading aloud. But the idea that good reading aloud is by itself a sufficient proof of intelligence is declared to be a fallacy, a view with which most experienced examiners will agree.

Educational Grants to London.

THE London County Council, it must be admitted, have a very strong claim for more generous aid from Government for education. Taking England and Wales, exclusive of London, over 50 per cent. of the expenditure in elementary education in 1911-12 was borne by grants, whereas in London the proportion was 28 per cent., and is now less. London is now claiming 50 per cent., without prejudice to the claims of Provincial Authorities. A high educational standard has always been maintained in London schools, largely at the expense of the rates, but without any corresponding relief in respect of control by the Board of Education. Salaries of teachers are necessarily higher in London, owing to the extra cost of living in London. It may be of interest to recall that the proposed half-and-half basis was discussed in Parliament so long ago as 1870.

LOCAL AUTHORITIES.

The Supplementary Teacher.

IN view of the general deficiency in the supply of teachers, it will be recognized that the Board of Education has been well advised not to aggravate the position by giving effect to the provision relating to the employment of supplementary teachers, which, according to the Code for 1909, was to be put into operation this year. Under existing circumstances, the loss of these teachers would unquestionably, in many schools, have resulted in larger classes and increased the strain upon the other members of the staff. "It is not, in fact, possible," the Board admits, "in the interests of the schools, to dispense at the present moment with so large a number of teaching units as is represented by the Supplementary Teachers concerned." The Board have, therefore, decided to allow the teachers affected to continue to be employed in the school or department in which they are at present serving until July 31, 1919.

Limited Recognition.

THE Board have decided, however, to restrict the recognition of new supplementary teachers to infants' classes in rural schools and to the lowest class of older scholars in such schools, provided the average attendance does not exceed 100. In urban schools, therefore, whether in the areas of County Councils or other Local Education Authorities, the only supplementary teachers recognized will be: (a) those who have continued to be employed in the same school (or department) for older children since July 31, 1909; and (b) those who, after July 31 of this year, continue to be employed in an infants' class in the same school or department in which they are recognized on that date. The regulation under which it was necessary for at least one certificated teacher to be employed for every complete group of 80 scholars in average attendance has also been revised by reducing the size of the group to seventy.

Lancashire.

IN the eleventh Annual Report of the Education Committee to the County Council of Lancashire some interesting statistics are given to indicate the development of the work during the course of the years 1903-1913. Such figures serve to show the progress which has been made in the provision of improved buildings, in the strengthening of the teaching staffs, and in the number of pupils availing themselves of the facilities afforded, and it may not unreasonably be claimed that the better environment, and still more the additions to the number of competent teachers, must have led to an improvement in the character of the education received. Educational progress cannot, however, be represented wholly by figures, and the Committee has largely to rely upon the testimony of Inspectors as to the progress achieved. While their reports naturally contain criticisms and suggestions for consideration by the teachers, they have not infrequently expressed the opinion that a great advance has been made throughout the county area during the last decade.

IN 1903 there were 700 schools, 653 voluntary and 47 council. There are now 704 schools, 578 voluntary and 126 council. Of the former 60 are entirely new or remodelled premises, whilst the premises of many others have been substantially improved. Of the council schools, 42 are new or have been remodelled. The average attendance of scholars has increased from 132,660 to 133,657, and during the same period the number of teachers employed shows the following advance:—

	1902-3.	1912-13.
Certificated	1,579	{ 1,980 217*
Uncertificated	1,181	{ 1,708 12*
Supplementary	591	456
Total Adult Teachers ...	3,351	4,373

* Serving at a lower status.

The teachers in training, probationers, pupil and student teachers, have dropped from 1,254 to 161. The number of schools in connexion with which instruction is given in special subjects has increased from 54 to 558. In 1903, of course, there were no Inspectors or School Nurses; there are now 11 of the former and 22 of the latter.

Salaries of Teachers.

THE Lancashire Committee has adopted a revised scale of salaries of teachers under which a trained certificated master rises to a maximum of £150, and a trained certificated mistress to £120. This may involve a total additional expenditure on teachers' salaries of over £17,000 when the scale is in full operation. Ten years ago the expenditure on teachers' salaries amounted to £236,614; it is now £380,690. The extent to which the Education Act of 1902 increased the burden of rate-payers in an area like Lancashire, where the number of Board Schools was relatively small, will be realized by the fact that in 1902-3 the receipts from rates for Board Schools was £13,512. In 1912-13 the rate contribution was £240,156—£216,808 being charged on the county area for elementary education and £23,348 on special areas.

Results.

SOME observers of the existing system of elementary education are of opinion that, compared with twenty-five years ago, the best schools are much better and the others not so good. As a general rule, any attempt to obtain definite information as to the attainments in knowledge of the children who have spent eight or nine years in compulsory schooling are strenuously resisted. To seek to obtain such information is regarded as a return to the iniquitous system of payment by results. When, however, any reliable statistics are available, they usually point to an extremely unsatisfactory condition of affairs. In Lancashire an optional examination is held for the award of merit certificates. It is intended to afford a useful test of the standard of attainment reached by pupils who are about to leave the elementary schools. The number of "leavers" in Lancashire each year is about 16,000. Of these, in 1913, 2,373 were presented for the merit certificate examination, and 920 passed. As apparently "only the best scholars" are submitted for examination, the result of this test when compared with the number of leavers appears to indicate that either too much is expected or too little done.

Higher Education.

WITH regard to education "other than elementary," the Lancashire Committee was gratified to receive last year from the Board of Education a "general report on the County Secondary Schools," in which testimony was borne to the marked improvement in the quality as well as the extent of the secondary education provided. The number of pupils, in ten years, has increased from 2,898 to 4,838, and the number of scholars exempt from the payment of fees from 260 to 1,661. Of the teachers employed the number of "graduates" has advanced from 82 to 240. Class entries for technical schools and evening classes has gone up from 71,669 to 111,279. This development is due, very largely, to the adoption of the course system, whereby most students take two or more classes—a condition which, it is stated, has greatly enhanced the standard of efficiency in the work done. On scholarships and exhibitions £8,170 was spent in 1902-3, and £22,134 in 1912-13. During the decade the rates levied for higher education, both local and county, have advanced from a total of £10,496 to £89,244.

Cost of Building. THE report of the Lancashire Committee contains a valuable memorandum prepared by the County Architect with reference to the increased cost of building schools. His conclusions are based upon inquiries addressed to a considerable number of firms engaged in various branches of the building trade. So far as labour is concerned, it appears that in most parts of the county there has been an increase of 10 per cent. in nearly all the trades, and further increases are pending; in addition, the National Insurance Act is calculated to increase the cost by from 2 per cent. to $3\frac{1}{2}$ per cent., the actual amount depending upon special circumstances. Consequently the increased cost of labour may be placed at about $12\frac{1}{2}$ per cent. Regarding materials there are considerable variations ranging from an average increase of 14 per cent. for common bricks to 60 per cent. for cast-iron goods. Drain pipes, &c., have increased $41\frac{1}{2}$ per cent., timber 30 per cent., Portland cement 22 per cent., and so on. While it is impossible to state accurately the precise effect of these increases on the cost of the erection of buildings as a whole, it is certain that they have had the effect of increasing the expense of building operations by at least 20 per cent.

SCIENCE NOTES.

Theory and Practice. SIR J. J. THOMSON is giving a course of six lectures at the Royal Institution on recent discoveries in physical science. In the course of one of these he referred to the great harm which must follow any attempt to segregate researches into two classes: the one "practical," and therefore worthy of financial support by governments and commercial firms; the other "theoretical," and therefore to be confined to professors. He pointed out (as has been done thousands of times before) that, even from the commercial aspect alone, pure research brings the most abundant return. We refer to this here because it seems that science teaching in schools should lead to such appreciation of research that the frequent iteration of its value by men like the President of the Royal Society should be unnecessary. As a matter of fact, the average Englishman regards scientific research with amusement not untinged with contempt, except when the practical outcome is immediate and obvious.

Liquid Helium. THE finest low temperature laboratory in the world is that at Leyden, presided over by Dr. Kamerlingh Onnes. Here liquid hydrogen is quite a familiar substance, although its boiling point is only twenty degrees above absolute zero, while that of oxygen is over seventy degrees higher. Dr. Onnes accomplished the liquefaction of helium two years ago, and this is one of the most remarkable achievements of science, seeing that the liquid boils within five degrees of the absolute zero. Theories of electric conductivity led to the expectation that the resistance of pure metals would practically vanish near the absolute zero of temperature. Dr. Onnes has actually passed a current of several hundred amperes through a thread or wire less than a millimetre in diameter of frozen mercury cooled by liquid helium. Quite recently he has found a saturation value per square centimetre of section for ordinary conductivity, and there is no doubt that we are on the eve of important discoveries as to the nature of atoms and electric currents. Sir J. J. Thomson drew attention the other day to a possible explanation of the simple relation between conductivity for heat and conductivity for electricity. It is simply that the same electrons are responsible for both phenomena.

Non-Vocational Lectures in London. DURING the past month several hundred lectures have been given in the L.C.C. evening institutes on non-vocational subjects. The idea of these lectures is to arouse interest in the boys and girls who are the "students" of these night classes, and we have looked into the list of topics with the idea of finding out whether they are likely to engender a desire for scientific knowledge. We find that not more than 15 per cent. of the lectures can be classed under the head of science; the proportion strikes us as too small. At the same time the titles of the lectures are decidedly appetizing, and we should be glad to hear that boys between fifteen and eighteen years of age had been attracted.

Use of Public Museums. AN excellent discussion meeting on the educational use of museums took place on March 7 in the offices of the Teachers' Guild, when Mr. M. D. Hill presided over a gathering of a very representative

character. The object of the meeting was to help the British Association Committee, which is preparing a report on the subject, and there can be no doubt that when the report appears, at the Manchester meeting in 1915, its value will have been enhanced by the eminently practical advice given by teachers and curators present. It was pleasing to hear the work of the guide-demonstrators at South Kensington referred to in appreciative terms. It would, perhaps, be premature to disclose the decisions of the meeting, but we may mention that there was a strong feeling in favour of a special classroom being attached to public museums, for the use of classes attending from schools. We may also congratulate Dr. White, who, as hon. secretary of the Teachers' Guild Education Society, had spared no pains in organizing the meeting, on the result of her efforts.

Compressed Air. As an instance of the work done in compressing air, and its conversion into heat, which will be familiar to most schoolboys, we may take the use of a bicycle pump. Very frequently the valve works stiffly, and then the pump gets hot. This heating is not due to friction between the piston and the tube, as may be shown by working the pump when detached so that the air escapes. The rise in temperature is almost entirely due to compression of the air, and the action is exactly analogous to that of the fire-syringe used by natives of Borneo. In the modern Diesel oil-engine the ignition of the oil is brought about solely by the compression of the air in the cylinder, magneto-ignition being dispensed with. Recently, compressed air has been used for driving a kinematograph film, through the agency of a small portable turbine. This arrangement has been successfully used for Nature-study photography, Mr. Cherry Kearnton obtaining wonderful results by means of this "Aeroscope," as it is called. The whole apparatus is quite light and compact, and the previous compression of the air is effected by a few strokes of a cycle pump.

Women Astronomers. SIR JOHN HERSCHEL wrote of an "astronomess." We decline to use the word, which offends our ears; but we are glad to see the first-rate work done by women in the astronomical field receive due recognition. The first honorary lady member of the R.A.S. was Caroline Herschel; the latest to be elected is Miss A. Cannon, of the Harvard College Observatory. Miss Cannon has discovered many new variable stars and other objects of interest; but her main work has been the classification of 150,000 stars according to the types of their spectra. It is therefore quite fitting that she should share with Lady Huggins the distinction of the honorary membership of the Royal Astronomical Society.

THE REAL PROBLEM OF SCHOOL CADET CORPS.

BY FATOUVILLE.

IT is now four years since the War Office, through the medium of the Cadet Associations, offered certain privileges to schools willing to raise and support Cadet Corps. In several instances where this offer was accepted Rifle Clubs were already in existence, and their combined experience as Club and Corps is at the present time of exceptional interest. A comparative study of the two institutions affords conclusive evidence that the more varied training of the cadet is of far greater educational value than that of a member of a Rifle Club, the object of which is to impart instruction in one subject only, namely, shooting.

Nevertheless, a large number of schools still hold aloof from a movement which has in it possibilities for improving physically and mentally the boyhood of these islands, greater, almost, than those of the Boy Scouts. The saying, "There are no bad companies, there are only bad officers," is as applicable to the cadet units of to-day as it was to the regiments of Frederick the Great.

The reason, therefore, why so many school authorities refuse to sanction the formation of a corps must be attributed, it is to be feared, to a natural hesitancy to ask masters to undertake duties in the performance of which, unless better provision is made for their instruction, there is little possibility of a cadet officer becoming really efficient.

Until the promoters of the Cadet Movement are able to give more serious attention to the matters affecting an officer's training, it is a debatable question whether a school staff should attempt to provide a course of military training, or whether it should not await further developments and be content for the present with a Rifle Club. The success of the latter can nearly always be assured, provided the master responsible for supervision duty on the range has enthusiasm. For him to possess the other qualities that go to make a leader of boys is immaterial.

In the case of a Cadet Corps, on the other hand, when once the novelty of a new movement has worn off, the maintenance of interest and discipline will depend not on the enthusiasm, but on the personality of the O.C. and his efficiency in military matters.

It is assumed for the purposes of this paper that school authorities have decided on the more ambitious scheme of Cadet Training. Bearing in mind that to inculcate discipline into Cadets as a Corps is a totally different thing from giving instruction to members of a Rifle Club as individuals, they will need to exercise considerable caution in selecting a member of the staff to undertake the responsibilities of commanding officer. Few schools are fortunate enough to possess a master qualified by previous military training to handle a company, and, as the necessary smartness can with difficulty be acquired by anyone outside the Territorial Force, no attempt should be made to start a corps unless the master appointed to take command is first prepared to accept a commission.

Organization and clerical work, the supervision of the junior officers, and, finally, his own attendance at Territorial headquarters, will make a heavy demand on an O.C.'s spare time; in return for this, it is only reasonable to expect that he should be relieved of all other duties connected with the outdoor life of a school.

Whilst many may be agreed that there is practically only one way of ensuring the efficiency of a senior officer—namely, by service with the Territorials—with regard to the training of his subordinates there is probably a wide divergence of opinion. The "Regulations governing the formation of Cadet Units," issued in 1910, do not help us at all. They merely require that intending officers should satisfy the County Association that they are qualified to impart elementary military instruction to cadets, but no suggestions are made as to how they are to obtain the necessary instruction themselves. The members of the Imperial Cadet Association, at any rate, have definite views on the subject. Last year they went so far as to recommend that no cadet corps should be officered by their masters unless the latter were also members of the Territorial Force.

From the corps' point of view, as distinct from that of the general good of a school, this scheme would certainly be highly desirable. Other departments of school life have, however, their claims to consideration, and one of the chief objections to the above suggestion is that it would involve the remaining members of a staff being saddled with the supervision duty of those specializing in military subjects. Further, it overlooks the following facts:—First, that the attendance of the average master at Chelsea courses necessitates during this period a certain neglect of school work; and secondly, that the absence of a master from the playing fields would affect the school's progress in some branch of athletics for which he had hitherto been responsible.

The Imperial Cadet Association, composed as it is largely of military members, has naturally a somewhat different object in view from that of the educationist.

The former are supporting a scheme which, in 1910, it was hoped, would popularize military training and provide nurseries for local territorial companies; the latter prefers to see in the movement a fresh means of affording the youth of this country an additional outlet for their energy—in short, the complementary occupation to cricket and football.

In its insistence on all cadet officers being territorially trained, the Association shares, it is to be feared, Napoleon's lack of confidence in the literary man. "Bon Dieu, que les

hommes de lettres sont bêtes! Tel qui est propre à traduire un poème n'est pas propre à conduire quinze hommes."

At present, assuming that the performance of his ordinary school duties stands in the way of a cadet subaltern joining the T.F., he is entirely dependent on the O.C. and on military books and manuals for what knowledge of company drill he may possess. This is hardly sufficient, and in the writer's opinion it is the urgent duty of Cadet Associations to provide means whereby this knowledge of a cadet officer, as well as his general efficiency, may be increased.

The totally inadequate grant the War Office allows for each company renders it practically impossible for Associations to act singly in the matter, but combined action on their part might result in the formation of some central instruction camp, preferably during the summer holidays. Here, in addition to formal drill, officers should be afforded the opportunity of specializing in such subjects as tactics, scouting, signalling, and engineering. Were this scheme possible of execution, schools would become independent of the services of the ex-army instructor imported from outside, over whom a master, from his fuller knowledge of the individual needs and capabilities of his cadets, already has a big advantage.

Finally, as the training of the subaltern should approximate to that of the Scout-master, in the same way should the training of the cadet be run, as far as possible, on similar lines to that of the Boy Scout. The average boy of our middle-class secondary school is not going to sacrifice his time—and, what is more, his money—from motives of patriotism, but he does not hesitate to respond if his interest in the corps' work, the traditions of the school, and the records of the regiment to which his company is affiliated, be properly awakened.

When all is said and done, to predispose to patriotism is not the special prerogative of any one department of school life, but the duty of all. Many advocates of the Cadet Movement, therefore, would be quite satisfied to see not so much the awakening of a consciousness of service owed to State as a readiness on the boys' part to take an active share in what School Authorities now recognize as an important factor of a school career.

THE CONDITIONS OF LIFE AND THE TRAINING OF GERMAN HIGHER SCHOOL TEACHERS.

By N. D. WILLIAMS.

IN Germany the secondary-school teacher is a *Beamte*, and he lingers longingly over the word. His status is more nearly that of the Civil Servant in the First Division than of the English public-school master. His salary, which is good relatively to that of other professions, rises regularly every year, and at the end of ten years he is entitled to a pension in case of illness. When once appointed an *Oberlehrer*, he is quite safe in his position unless found guilty of immoral or criminal conduct. The rates of pay of German *Oberlehrers* and *Direktors* of schools are as follows: *Direktor* in the provinces begins at £300, after three years £330, after six years £360, after nine years £390, &c., increasing at the rate of £10 a year; *Oberlehrer* in the provinces begins at £135, after three years £170, after six years £205, after nine years £240, &c., increasing at the rate of £10 a year. In addition to the above salaries an allowance is made for board and lodging, which varies with the cost of living in various districts, and averages £45 a year.

After ten years' service, a teacher is entitled, in case of illness, to a pension of one-third of his salary at the time. This pension increases steadily until, after thirty years' service, it reaches two-thirds of his salary. After the age of sixty-five every teacher may retire. The pay in schools controlled by a town is often from five to ten pounds a year higher.

It will be seen that the scale of pay is not high for English conditions. A German *Oberlehrer* after six years' service

and at least eight years' training from the time of leaving school, that is, at an average age of thirty-four, only receives the salary often given at a public school to a raw recruit from the University. But a comparison between the money value of a teacher's salary in Germany and in England does not enable one to see how well off the German is in relation to his English colleague. The incomes earned by successful men in England are always very much greater than in Germany, but the German teacher's income compares more favourably than in England with that of the lawyer, doctor, or business man. In Germany a salary is worth more than it is here, because life is much simpler and less expensive there, especially for married people, owing to cheap education and the careful management of the German wife, who saves servants' wages by doing most of the cooking and housework. A real comparison between English and German conditions can be seen from the fact that a newly appointed *Oberlehrer* with a salary of £130 a year is generally considered a good match for an upper middle class German girl, who will perhaps receive an allowance of £25 a year from her parents.

The prizes of the educational world—house masterships and head masterships at good public schools—are greater in England than in Germany. It is doubtful, however, whether this means that conditions are better here for brilliant teachers. In the appointment of head masters in English public schools governing bodies still attach more weight to a high University degree, pulpit eloquence, affability and social distinction, than to professional knowledge and ability. How many of our great head masters would be capable of conducting a *Seminar*? On the other hand, if we consider the whole of secondary education in England, the position of the average assistant master with no security of tenure, no regular increase of salary and no pension, is far inferior to that of the German *Oberlehrer*.

In one respect, however, the German is at a disadvantage. He is not generally appointed an *Oberlehrer*, and therefore does not earn an appreciable income until he is twenty-nine or thirty years of age. This is because his training is longer and more strenuous than that of his English colleague. After an average University career of five and a-half years, he must pass his "Prüfung für das höhere Lehramt." For this the candidate must attain a high standard in at least one subject, which he afterwards teaches in the higher forms of the school, and a moderate standard in at least two, which he teaches in the lower. Many candidates, however, take two subjects in the first division and three in the second. The standard required in the first division is about that of a second class honours degree at Cambridge.

It is also an advantage for a candidate to have passed his doctor's degree, and this of course involves a certain amount of original work. On the average the intending teacher after five and a-half years' University career has a better knowledge of his subjects than is the case in England. If unsuccessful in his examination, he becomes a *Seminar Kandidat*, and is sent by the authorities to a higher school possessing a *Seminar*—that is to say, a course of training for teachers. Here, with five or six other *Kandidaten*, he is under the control of the Director of the School. At first he attends classes at the school, which deal with his special subject. Later he takes a class himself, but under the guidance of the form master. The latter, who is often present during his teaching, points out his mistakes and advises him in the best methods of correcting exercises, &c. He is not allowed to give more than ten hours' teaching in the week. Two or three times he must give a *Probetunde* to the class before the assembled staff, who criticize it, and once a week he must attend the *Allgemeine Seminar Sitzung*, presided over by the Director. The *Sitzung* lasts about two hours, and one of the *Kandidaten* reads aloud a carefully prepared résumé of a section from a work on practical or theoretical pedagogics. The course generally includes selections from Paulsen's "Geschichte der Pädagogie," Matthias' "Allgemeine Pädagogie," Münch's "Geist des Lehramts," and from works of other well known educationists dealing with such questions as the awakening of interest in the class, the setting of home

work, and the conflict between inductive and deductive methods. The reading of the résumé, which lasts about half an hour, is followed by a general discussion of the chief points raised. The Director leads the conversation into the realm of practice, giving examples from his own experience and criticizing the teaching and disciplinary methods of the *Kandidaten*.

The following extract from my note-book gives an outline of a Director's criticisms of the teaching methods of one of the *Kandidaten*:

The Director made the following remarks with regard to the *Probetunde* of *Kandidat A*: "(1) I noticed that some of the boys at the back did not always hear what you said. You must not, as it were, enter into conversation with one pupil, but always force the boys to speak so loudly and distinctly that the whole class can hear. Make sure from time to time that this is the case by asking boys to repeat what one of them has said. (2) You must never interrupt the boys in the middle of sentences, but allow them to develop their ideas to the end, even if they are wrong. (3) You must not arbitrarily substitute your meaning of a word, in translation, for a partially correct one given by a pupil, even if yours be the better, without first explaining the connexion between the two meanings. (4) I noticed that a small proportion of the class never held up their hands during the hour. You must not concentrate on the most intelligent pupils. The art of teaching is to obtain answers from the shy, backward, and lazy boys. (5) I think that you make a mistake in allowing each boy to take the part of a separate character in reading a play. The boys only pay attention to their own parts."

Most of these remarks are obvious enough and probably unnecessary for the able teacher, but they are very useful for the average *Kandidat*, as a piece of practical criticism of his work, and they stimulate his interest in educational matters.

The head teachers in modern languages, mathematics, classics, history and German hold their *Seminar Sitzungen* once a week for the *Kandidaten* who have specialized in these subjects. The procedure is similar to that of the *Allgemeine Sitzung* described above. In the Modern Language *Seminar*, for instance, résumés of chapters from Münch's "Französischer Unterricht," Wendt's "Encyclopédie des englischen Unterrichts," and from other books describing the historical development of modern language teaching in Germany are generally read. Especially valuable are the discussions of the leading controversial questions, such as the advisability of introducing the differential calculus into the school course, or the conflict between the Direct Methods and the old Grammatical Methods of modern language teaching.

The value of the *Seminarjahr* is that, on the one hand, the *Kandidat* is given leisure and opportunity to consider the fundamental questions of Education, and on the other has an opportunity of testing his teaching theories under the supervision of experienced teachers.

At the end of the *Seminarjahr* a confidential report on the *Kandidat's* teaching capacity and personal qualities is sent by the Director to the *Provinzial Behörden*. Except in rare cases of great incompetency or faults of character, the *Kandidat* is allowed to proceed in his training, and is sent for his *Probejahr* to another school. During this year he again gives a maximum of ten hours' teaching a week under the supervision of the form masters, except when he takes over regular paid teaching in case of illness—which often happens. He is also allowed to spend the *Probejahr* abroad, in order to perfect his knowledge of foreign languages. At the end of the *Probejahr* another confidential Report is sent by the Director to the *Provinzial Behörden*. If, as is almost always the case, the *Kandidat's* reports are considered satisfactory, he receives a Certificate qualifying him for appointment as an *Oberlehrer* (*Zeugnis der Anstellungsfähigkeit*). He now has the choice of entering his name for appointment at a School directly under State management (*Staatsdienst*) or under the management of a town and indirectly controlled by the State (*Städtischer Dienst*). The town schools generally try to secure the most capable rather than the oldest teachers, but the appointments in the State Schools are mainly given in order of seniority (*Anciennitäts Princip*), and the *Kandidat* may have to wait a year or more before being appointed and receiving a salary.

The statistics on this point are very interesting, and show the wave-like motion in the relations of supply to demand that is common to all professions. In 1871 the *Anstellungsfähige Kandidaten* had to wait on the average three months for an *Oberlehrer* appointment. The time of waiting increased in 1876 to eight months, in 1881 to fourteen months, in 1886 to three years, in 1891 to five years, and in 1897 to six and a-half years. The time of waiting rapidly decreased to three months in 1909. Since then it has increased again and will probably reach seven years in 1919. The position of affairs, however, has been changed in the present year by the new regulations directing that a capable *Kandidat* shall be appointed over the head of a less capable colleague who has been waiting a longer time.

JOTTINGS.

WE have received the first number of "Latin Teaching" (price 6d.), the Journal of the Association for the Reform of Latin Teaching, which now numbers 130 members. It has a useful article on First Lessons in Roman Numismatics, a specimen composition of Reformed pupils. Mr. Paine, the Hon. Secretary, throws down a bold challenge: One minute a week on the direct method would be better than many hours a week on the traditional method.

NOTUMQUE furens quid femina possit.

Quid facies facies Veneris cum veneris ante?

Caede, cutem cultro percutit, et in crucem abi.

AT the Scottish Conference of "The Christian Education of Women in the East," held in Glasgow February 6 to 8, the principal speakers were Miss McDougall (Westfield College) and the Rev. Lord William Gascoyne-Cecil. Evidence of the growing demand in the Zenana for Western culture was introduced, and the necessity shown of strengthening the educational policy of missionary societies.

ARRANGEMENTS have been made for holding a service at St. Paul's Cathedral on the evening of Ascension Day, May 21, to which all members of the teaching profession are invited. The service will begin at 6.30, and no tickets of admission are required. The preacher will be the Bishop of Southwell. There will be an amateur choir to lead the congregation, and teachers, men and women, willing to assist are requested to send in their names to the Secretary, Teachers' Service, 67 Queen Street, E.C., not later than April 9.

A CONTEMPORARY is offering a prize for the best definition of a "howler." We are not so rash as to compete, but it has struck us that a very passable one might be framed by the "contamination" of two anecdotes. The late Mr. F. W. Walker, asked by his son, "What is Accadian?" replied "A language which some fellow invented to make money out of." The Warden of New College was once discovered by a friend pacing up and down his study in fits of laughter, and when asked what the joke was confessed that he had been amusing himself by inventing some new Spoonerisms. So a howler might be defined as a variety of the Irish bull invented by a scholastic penny-a-liner and fathered on the innocent schoolboy.

THE Council of the Girls' Public Day School Trust have appointed Miss F. H. Johnson (Final Honours in Modern Languages, Oxford), second mistress at Birkenhead High School, to be Head Mistress of Birkenhead High School, in succession to Miss Baines, who is resigning at the end of this term.

TEACHERS of history will be interested in the movement to preserve the field of Waterloo, threatened by the builder. By a singular stroke of good fortune the most famous battlefield on which British soldiers ever fought is within easy distance of London, and, what is more, the tactics of the battle, and, indeed, of the whole campaign, are easily understood. People who are quite ignorant of the military art can comprehend the whole struggle as they survey the ground from the top of the Lion Monument. If Napoleon and Wellington had had the needs of the British schoolboy in their minds they could hardly have arranged the thing better. The loss of the battlefield would be an undoubted loss to historical education in England.

(Continued on page 252.)

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MESSRS. GEORGE PHILIP announce among their spring publications "School and Life," a brief account of the life and work of the late Miss M. E. Findlay, especially in connexion with the Small Holding and Settlement at Mayland Hill. The principal contributors are Miss E. R. Murray of the Maria Grey College, and her brother, Prof. J. J. Findlay.

EDUCATION IN THE PERIODICAL PRESS.

Australia and the Public-School Man. *Academy*, March 21.
In the form of a review of "God's Own Country," by C. E. Jacob.
Delhi's New College. Leading article, *Daily Telegraph*, March 6.
Dynamic Education. By John L. Mathews. *Harper's Magazine*, March.
An American article on the continuation training schools of Germany.
Educational Kinematograph Films. *Architect and Contract Reporter*, March 13.
A meeting of the Architectural Association. Largely technical, but also deals with general education and the use of films.
Education and Religion among Working Men. By W. Temple. *Constructive Quarterly*, March.
Education Controversy. *Academy*, March 7.
In the form of reviews of recent books.
Education of a Citizen. By Arthur Christopher Benson. *Daily Citizen*, March 20.
Employment and School Attendance. Leading article, *Local Government Chronicle*, March 14.
Equipment of the Teacher. *Musical Herald*, March 1.
How to save the Proletaire Intellectual. By M. Finot. *La Revue*, February 14.
Music for All. Arts in the School. *Daily Telegraph*, February 26.

Paisley Special Classes School for Physically and Mentally Defective School Children. By A. Gilmour. *Medical Officer*, March 7.
Physical Training in Schools. Leading article, *Local Government Chronicle*, March 7.
Problems of Continued Education: Our Industrial Army. By James Graham. *Daily Telegraph*, February 26.
The writer is Secretary for Education, Leeds.
Public Schools: their Scandalous Diversion. By Harold T. Wilkins. *Millgate Monthly*, March.
Religious Education. The importance of experience. *Spectator*, February 28.
Three Vocabularies. *Pitman's Journal*, February 28.
Deals with Prof. Adams's article in the February *Journal of Education*.
Training the Blind. Education and recreation. *Daily Telegraph*, March 19.
Westminster School. By Lawrence E. Tanner. *Windsor Magazine*, March.
Illustrative, descriptive, and historical.
What British Children learn about India. By A. Das. *Modern Review*, March.
A criticism of school readers, &c.
Women as Theological Teachers. *Guardian*, February 20.

HOLIDAY COURSES FOR INSTRUCTION IN MODERN LANGUAGES, 1914.—The Board of Education has just published a list of forty-three Holiday Courses in Modern Languages which will be held at different times during the present year, but mostly in the summer months. Eight of the courses are in German-speaking countries; three in French Switzerland; four in Spain; one in Italy, at Florence; five in Great Britain, at Edinburgh, Letchworth, Oxford, London, and Ramsgate; and the rest in France. The table published by the Board of Education gives the date of each Course, the fees, return fares from London, lowest cost of boarding, principal subjects of instruction, address of Local Secretary, &c. This paper is no longer distributed gratuitously, and copies (price 2d., by post 2½d.) can be obtained direct from Messrs. Wyman & Sons, Ltd., Fetter Lane, London, E.C., or through any bookseller.

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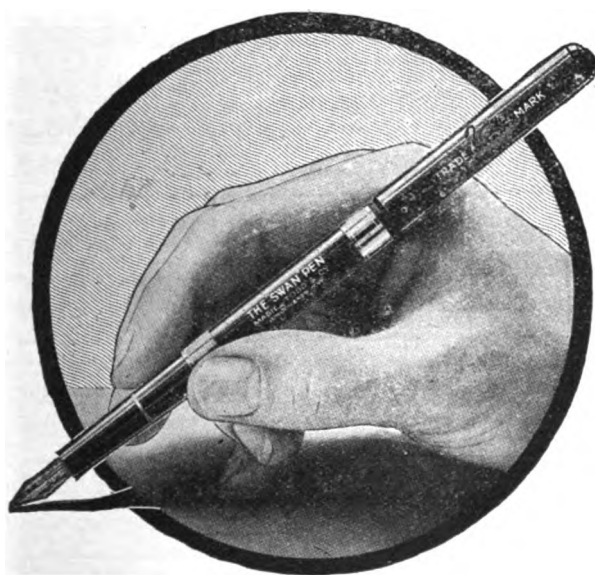
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IDOLA LINGUARUM.

GREEK.

By Prof. GILBERT MURRAY.

I FIND it difficult to give any confident advice about the teaching of Greek. For one thing, though I have taught Greek for over twenty years, both to advanced students and beginners, I have never taught schoolboys, and I have hardly ever taught people who only took Greek under compulsion and did not really wish to learn. And I fancy it is these two classes that raise most of the difficulties. For another thing—I make the confession without much shame, though certainly without any pride—though I thoroughly enjoy teaching, and especially enjoy teaching beginners, I have never found it possible to lay down any rules for teaching which were not mere commonplaces. I would, for instance, remind a teacher that if he is not interested in the lesson he cannot expect his pupils to be interested. I would advise him to talk about the subject he is teaching and not about other subjects: to make sure that his pupils can hear what he says and see what he writes, and even, as far as possible, understand both.

Going to somewhat bolder ground, I would also urge him, as soon as practicable, to get his pupils to co-operate with him in the work of puzzling out the meaning of the text they are reading. There is always, in every Greek book, a good deal that is either puzzling in itself or else suggestive of problems outside itself. Such questions must be handled with tact; but, in general, I would say that to ignore this element of the unsolved may lead to good results in examinations, but in other respects is a bad mistake. It flattens a subject out; reduces it from a living pursuit of knowledge to a series of lessons to be got up from a textbook. The element of the unsolved is really placed in Greek texts by Providence for the express purpose of exciting the interest of clever pupils and giving them something to pursue and find out, instead of mere masses of stuff to "do right" or to "get

up." Of course, I do not mean that beginners, or even Honours students at a University, should be confused by lists of the varying views of eminent scholars on difficult passages. Such a process only gives them something more—and something very inferior—to "get up." I mean that the class should, within limits, be kept habitually in the state of searching and puzzling things out, and should be given a reasonable hope of now and again being able to help the teacher. I find, for instance, in teaching translation that a teacher can often lead an interesting competition in getting nearer and nearer to the meaning of some Greek phrase, which is probably untranslatable in the end. Pursuing it and approximating to it is a fine training both in thought and in the English language, and it certainly keeps a class alive.

But these are things that every good teacher knows. What seems to me to be chiefly wrong with the teaching of Greek at present is this. Greek, as a subject of general study, is conducting a retreat; and to conduct a retreat is said to be the most difficult operation in warfare. It is so hard to go back and back without being demoralized.

To take one question. Many schools are postponing the age for beginning Greek. This is probably right; but it implies a corresponding increase of the time and energy to be devoted to Greek when the beginning is made, and the tendency is not to give that increase. Quite the contrary. If a boy is made to begin Greek at nine or ten he is somehow hypnotized into a belief that Greek is—for unanalysed reasons—tremendously important, and the same hypnotism affects his teachers. If an enlightened person then appears and persuades that school not to begin Greek till fifteen a contrary hypnotism takes place. There is a vague feeling that after all Greek is rather rot, and lots of fellows don't take it at all. And when the boy begins his Greek he is not induced to put into the work that full vigour of attention which the difficult language really needs. He learns languidly; he fails to understand things; he is bored and stupid. Then he discovers with exultation that, in being bored and stupid, he is doing the advanced thing and displaying superior intellect. He is made the pet of educational reformers.

Again, there is a reaction against the minute, narrow, severe scholarship of past generations. Boys are told by the Classical Association to learn their Latin Grammar thoroughly, but to read Greek chiefly for the interest of the thought and the beauty of the literature. Quite a possible plan, if carefully worked. But the first effect is a general relaxation of effort. The pupil, boy or girl, works well at Latin, and presumably gets out of it the results that hard study will generally bring. He is then set to read Greek—for the beauty of the literature. He will start with Xenophon. Or, no. Since Xenophon is not remarkable for concentrated beauty, he is set at once on to the Prometheus. That ranks among the world's greatest poems; that will immediately bring him his reward. He finds it a little hard; let him use a crib. The crib does not strike him as specially exquisite in its language or its thought. Ah, but let him read the original aloud and feel the beauty of the sound! Unfortunately he cannot read it aloud, because he knows no metre and no quantities. He cannot pronounce six Greek words in succession, much less enjoy their beauty. And to write verses or to learn a little metric . . . who in these days would dream of such things? He goes back to the crib. He can reinforce it by reading bits of the "Histories of Greek Literature" and essays by J. A. Symonds or Mr. Mackail or Dr. Verrall or myself for that matter. He cannot read the Greek books themselves, but he can read, and quote, essays about the books. The retreat on these lines becomes a rout.

What is the remedy? In general terms it is to determine clearly what positions we give up, and what positions we mean to hold, and in these to do our work as well as before or better. Of course there must be many different stages of Greek scholarship, from the Gaisford or Porson Prizeman to the working man who has learnt a little Greek in order to read the New Testament, or the student of literature or philosophy who has learnt no Greek at all, but reads Plato or Homer in a translation. And every stage can be highly

valuable; it all depends on the amount of mental effort, of accuracy and hard-thinking and creative imagination, that is put into it. But I do think that, in the process of retreat, the demands made upon the teacher become always greater. In one way, indeed, they are less. He has far fewer unwilling pupils. He may thank Heaven for that. But, in general, pupils who have no solid grounding in the language are far more dependent on skilled guidance, and such pupils are doubtless on the increase, especially among those classes of the community who formerly had no chance of studying Greek at all. Such pupils misunderstand the translation; they lay emphasis on things that belong merely to the translator; their imaginative background constantly needs filling in. It is a great help in a class of this kind if they just know enough Greek to stumble through easy sentences with a dictionary. Such knowledge does not directly help them much, but it enables the teacher to use more effective methods of explanation. I have known exceedingly good work done in a Plato class of this sort.

I am thinking there of classes outside the ordinary curricula of schools or Universities. For those inside, the demand on the teacher is equally great. His class may not know their accidence, but he must. His class ought to know their syntax, because Greek syntax is easy; but they probably will not, and he must. They will inevitably be sloppy in their translations; he must be exact. He must never delude himself into imagining that a knowledge of Latin, or a pleasant manner, or a smattering of general culture, will enable him to teach Greek without knowing Greek. And of course, at the same time, he must have his imagination awake, so that his class may feel, as he feels, that they are studying really great literature, living thought, or curious and important history.

I will conclude by dealing with a few practical questions. Verse composition is being dropped far and wide. I am sorry, because, in my school days, verse-writing was one of the few bits of artistic work which a boy did "on his own," and my impression is that in the fifth and sixth forms most boys specially enjoyed verses. Still, no doubt they took a vast amount of time, and their utility is not easily demonstrable. They must go, except for the few best boys and girls. But what is to take their place? The answer seems to me perfectly clear. The learning of Greek poetry by heart, as a quite serious and important task. The poetry must be understood, learned, and recited, and false quantities may still be regarded with the horror which they inspired in our fathers. One of the main reasons for learning Greek is to enjoy some of the greatest poetry in the world, and it is impossible to enjoy such poetry if you cannot in imagination "hear" it.

Does this imply that we must teach the new scientific pronunciation? No. Personally I rather prefer the new pronunciation; but at a time when we are throwing overboard so much that is valuable, I doubt if we can afford to take on a heavy piece of additional cargo. As far as the beauty of Greek poetry is concerned, it seems to my ear to matter little which scale of vowel-sounds you adopt, as long as you get the rhythm right. It is much the same with Chaucer or with Shakespeare. It matters immensely that you should pronounce the lines so that they scan and bear their proper rhythm; it matters comparatively little whether you use the modern English vowel-scale or try to restore the Middle-English or the Elizabethan. For the same reason we must not lay much stress on the accents. We do not pronounce Greek by accent. Those who try to do so only caricature the ancient pronunciation and murder the poetry. I should not mind seeing the accents dropped altogether.

Even prose composition is being dropped, and will be dropped more. I love teaching Greek prose myself, and believe greatly in its intellectual value. But it is an accomplishment for the few. In its stead we must insist on accurate written translation. The present standard, even of the best schools, is capable of great improvement. The work produced by holders of classical scholarships in Oxford is often a rough and inexact substructure varnished over with a coat of mechanically ornamental English. When I speak of translation I mean careful translation into prose. I do not person-

ally think that translation into English verse is a good exercise for learners.

To take another question: Fifty years ago there was, I suppose, a dearth of English books about Greek, of commentaries and companions and introductions and hand-books. Now there is a plethora of such books, and, as might be expected, a large number of them are pretty poor. I think students should very early be accustomed to puzzle out a plain text with no help save a lexicon and a good teacher. At the same time, of course, they should also read some other text with a commentary, and it is very important that the commentary should be really good. It is no waste of time for a sixth form boy to read every word of one or two good commentaries. It is one of the necessary ways of learning to understand Greek. As to the plain texts, I do not believe much in covering a great deal of ground, though I do believe in looking up parallel passages, and making the boys read them and understand what they are about. Classical study must always be intensive study. Otherwise it loses its meaning. And I have often found that a student who has read a book rapidly at school without notes or without translating, not only has failed to understand it, but has been somehow made incapable of ever doing so—at any rate till the first reading has been wiped out of his mind. It is with scholarship as with poetry or religion: nothing counts unless it is loved and understood.

REVIEWS AND MINOR NOTICES.

Cambridge Medieval History. Vol. II. (20s. net. Cambridge University Press.)

It is unquestionably true in many cases that "they manage these things better in France"; and in certain important qualities no British co-operative history is likely to reach the high standard set by Lavisse and Rambaud. A group of French scholars, trained under uniform national traditions of clear thought and clear speech, and directed by minds familiar with bureaucratic organization, have succeeded in producing a general history of Europe which can be read continuously, from title to colophon, with almost as much ease as if we were following the workings of a single mind. No English co-operative history has attained, or is likely to attain, this result, and we must estimate the "Cambridge Medieval History" rather as a cyclopædia of facts and ideas than as a continuous narrative. This would probably have been so, even had Profs. Gwatkin and Whitney driven an exclusively British team. But, in this present volume, eleven of the twenty-two contributors are French, German, Austrian, American, Russian, or Spanish; and, much as this has contributed to raise the level of specialist competence among the contributors, it has naturally worked no less unfavourably for the interests of uniformity. Under these circumstances, we cannot help feeling that the editors would do well to minimize the centrifugal tendencies of their work by supplying the reader with a thorough subject-index, if only under a very limited number of headings, such as "army," "education," "finance," &c. We feel strongly also that far more foot-notes should be provided, though we gladly recognize that the present editors deal with us more generously here than did the editors of the *Cambridge Modern History*.

But it is more gracious to take the volume as it stands, and indicate what may be found in it. It begins with Justinian, and takes us down to 717 A.D. in the Eastern Empire, 814 in the Western, and 914 in the two Caliphates: a disparity which was perhaps unavoidable, though it is difficult to justify the absolute silence of this volume upon the subject of learning and education. The schools of Charles the Great are presumably reserved for the next volume; but why should this be so, when every other detail of that important reign is dealt with here? And why should we not be told, at least, when we are to expect to hear about Alcuin and the Palace

School? But here again we find ourselves insisting upon negative points, when we had meant to indicate the positive merits of this volume, in which almost every chapter reaches a high level either of utility or of interest.

Prof. Diehl's two chapters on Justinian are admirably clear and suggestive; and the translator seldom reminds us that he stands between us and the original. It is interesting to compare these contributions with Lord Bryce's almost classical essay on the same subject in the *Encyclopædia Britannica*. There is less unity and vividness of presentment in Prof. Diehl's narrative of this important reign; but he raises more issues and pursues them further; he has the professional historian's advantage over the statesman and publicist who has devoted to history the leisure of a busy life. Next comes a chapter on Roman Law by the veteran Dr. Roby, whose qualifications to deal with the subject are unrivalled among British scholars: and here again the readers of the *Cambridge Medieval History* have a still greater advantage over those of the *Encyclopædia*. Dr. Roby's short historical introduction is, it is true, less vivid than Lord Bryce's; but his greater space, and the labours of a life-time, enable him to give such a detailed and reasoned presentment of the whole subject as the reader would seek in vain within a similar compass elsewhere. The last page, containing a bare enumeration of the religious statutes, is in itself of extreme value. Next follows Prof. Pfister, who deals with Merovingian Gaul, first from the chronicler's point of view and then from that of the *Kulturhistoriker*; both articles are excellent, and we have only detected a slight slip in his ecclesiastical history. It is true that the Rule of Columbanus was decidedly harsher than that of Benedict (148); but there is no proof of this in the instance he gives, that under Columbanus "the monk must have no possessions; he must never even use the word 'My!'" The first of these clauses occurs more than once in St. Benedict's Rule; and the second, its natural corollary, is emphasized by his authoritative commentators; Cardinal Turrecremata decides that to speak of "my book" is a mortal sin. Spain under the Visigoths next finds a highly qualified exponent in Prof. Rafael Altamira; Dr. L. M. Hartmann deals with Lombard Italy, Canon W. H. Hutton with Gregory the Great, Dr. Norman Baynes with Justinian's successors, Prof. Bevan with Mohammed and Islam, and Prof. Becker with the Expansion of the Saracens. We are now half-way through the book; and this enumeration may enable the reader to judge of the rest. We would only indicate the special interest of Dr. Peisker's "Expansion of the Slavs" as a worthy successor to his brilliant article on the Mongols in the first volume, and the terrible (though doubtless salutary) dryness of Mr. Warren's "Conversion of the Kelts," which contains little more than a string of facts. Midway between these two extremes comes Prof. Vinogradoff's "Foundations of Society," a typical product of the research school he has established at Oxford—learned, full of detail, but sometimes inconclusive, and conspicuously lacking in the *vivida vis* of F. W. Maitland, who indeed founded no school, but has left his impress on all English-speaking historians of the Middle Ages.

It is not in one sense an exhilarating volume; for it tells the truth, and the truth of those three centuries from 500 to 800 is very painful. Let us take, from among the most vivid and most terrible pages in the book, Dr. Peisker's description of that perpetual martyrdom which has made the name of Slav synonymous, in nearly all European tongues, with the most hopeless forms of servitude (page 429).

The oldest written history of the Slavs can be shortly summarized—myriads of slave hunts and the enthrallment of entire peoples. The Slav was the most prized of human goods. With increased strength outside his marshy land of origin, hardened to the utmost against all privation, industrious, content with little, good humoured and cheerful, he filled the slave markets of Europe, Asia, and Africa. It must be remembered that for every Slavonic slave who reached his destination at least ten succumbed to inhuman treatment during transport and to the heat of the climate. Indeed, Ibrahim (tenth century), himself in all probability a slave dealer, says: "And the Slavs cannot travel to Lombardy on account of the heat, which is fatal to them." Hence their high price. . . . We see, then, the Slav surrounded on the

north by pirates, on the south by mounted nomads, and hunted and harried like the beast of the forest. Jordanes' words, "Instead of in towns they live in marshes and forests," cover the most terrible national martyrdom in the history of the world. The "fortifications"—simple ramparts—mentioned by the Arabian geographer were not impregnable; indeed, the strongest fortifications of Europe and Asia were stormed by the nomads and Northmen. Mauricius states: "Settled in places very hard of access, forests, rivers, lakes, they provide their dwellings with several exits with a view to accidents, and they bury everything that is not absolutely necessary. . . . When they are suddenly attacked they dive under the water, and, lying on their backs on the bottom, they breathe through a long reed, and thus escape destruction, for the inexperienced take these projecting reeds for natural, but the experienced recognize them by their cut and pierce the body through with them or pull them out, so that the diver must come to the surface or he will be stifled." As late as 1768 parts of the revolting peasants surrounded by the Polish army rescued themselves from the Dnieper by breathing through reeds for more than half a day.

All this is sickeningly true to fact, yet not without its hopeful lesson. The world may have moved too slowly during the past thousand years; but at least it has moved, and will advance yet more. The records of the past may be bitter, but they supply a healthy tonic to minds which too easily despair of the present.

"Home University Library."—*A History of the Freedom of Thought*. By J. B. BURY. (1s. Williams & Norgate.)

Prof. Bury has written a popular book in the sense that it is easy of understanding, but he has omitted no reasoned thought or fruits of knowledge; and therefore this volume, liberal-minded and fair, is a worthy addition to the literature of Rationalism, which has too often savoured of bitterness and narrow-mindedness. The progress of the freedom of thought and the effect of the forces warring against it, are traced from the early Greek times, through the medieval dark ages, to the present day. The persecution of the Christians Prof. Bury regards as indefensible, even from the standpoint of an orthodox and loyal pagan. He does not think that the distrust of science on theological grounds in the Middle Ages, when reason was "in prison," affected the progress of knowledge to any considerable extent.

Greek science had ceased to advance five hundred years before Christianity became powerful. . . . The explanation of this decay is not easy, but we may be sure it is to be sought in the social conditions of the Greek and Roman world. And we may suspect that the social conditions of the Middle Ages would have proved unfavourable to the scientific spirit—the disinterested quest of facts—even if controlling beliefs had not been hostile.

Under the Renaissance and Reformation many sidelights on facts usually insufficiently considered are thrown. The Renaissance created an intellectual atmosphere in which the emancipation of reason could begin and knowledge could resume its progress. The causes making the success of the Reformation possible are traced, and the remark made:

It is an elementary fact, but one which is still shared by many people who have read history superficially, that the Reformation established religious liberty and the right of private judgment. What it did was to bring about a new set of political and social conditions, under which religious liberty could ultimately be secured. . . . the Reformers, like the Church from which they parted, cared nothing for freedom, they only cared for "truth" . . . Luther was quite opposed to liberty of conscience and worship. . . . Calvin's fame for intolerance is blackest. . . . Yet the Reformation involuntarily helped the cause of liberty. The result was contrary to the intentions of its leaders, was indirect and long delayed.

The chapter on "The History of Toleration" deserves expansion. It starts with the earliest known edict of toleration, that of the Indian King Asoka in the third century B.C., while the first European edicts were those of Rome, which terminated the persecution of the Christians. The modern principle of toleration originated with a group of Italian Reformers, the Socinians, in whose creed persecution is condemned. The first modern State which was really tolerant was Rhode Island, founded by Roger Williams, and based on the principle of taking the control of religious matters entirely

out of the hands of the civil government. Full religious liberty was first established in modern Europe by Frederick II, himself a freethinker.

Prof. Bury believes that the abolition of penalties for blasphemy is "urgently needed," but he concludes that the struggle for reason against authority has ended in what appears now to be a decisive and permanent victory for liberty. In the most civilized and progressive countries, freedom of discussion is recognized as a fundamental principle.

The history is well balanced and as much as possible has been gathered in the limited compass.

The Idea of the Industrial School. By GEORG KERSCHENSTEINER. Translated by RUDOLF PINTNER. (2s. Macmillan.)

A short summary of the views of Dr. Kerschesteiner, the Director of Education to the city of Munich and organizer of its system of Continuation Schools, is welcome just at this moment. Starting from the ethical basis of the duty of the individual to live for the community, the author defines the tasks of the elementary school to be the preparation of the child for a vocation, instruction in the ethical value of that vocation, and of the community. As the great majority of mankind will have to gain their living with their hands, manual activities should form a large part of schoolwork. Further, Dr. Kerschesteiner is a believer in the doctrine that the best education is that which a child gets from his own experience. He criticizes present-day schools as developing only passivity and receptivity, and cries aloud for self-activity and the exercise of skill and judgment by the pupil. His basic principle that character is formed by action only is, no doubt, one-sided, for behind action his feeling has many sources, but it has a large measure of practical truth when applied to boys. In the account of the actual work done in what Dr. Kerschesteiner calls "the industrial schools," by which he means elementary schools with a strong infusion of object lessons and manual work in the curriculum, English teachers will not find much that is new to them. This is not one of the branches of education in which Germany is ahead of us. The value of the little volume lies rather in the thoroughness with which the author's theory has been thought out.

What Children Study, and Why. By CHARLES B. GILBERT. (3s. 6d. net. Harrap.)

As Superintendent of Schools, Mr. Gilbert has held a post for which there is no equivalent in England, and he gives us the results of his experience in a discussion of the curriculum and methods of the American public school. Much of his criticism we may well lay to heart—his insistence on the need of lightening the ship and jettisoning the traditional lumber; on taking psychology, not logic, as our guide in determining the order of subjects; and of putting general culture before vocational training. The different conditions of the two countries make some of his deductions inapplicable to England. Thus he dismisses religious teaching of any kind as impossible, and for other reasons any instruction in sex hygiene. The book is discursive, and the order of the chapters is arbitrary. Thus "Writing," which should have followed (or preceded) "Reading," appears towards the end after "Physiology." Phonics are the author's pet aversion, and all he can say for the Spelling Reformers is that their intentions are doubtless good. Spelling, he holds, is purely a matter of memory, and he would revert to the old lists of hard words, only he would group them by subject—baker, tinker, tailor. An extravagant importance is given to letter-writing, which must for the child be an artificial form of composition. "Paucity of language prevents the thinking of high thoughts or of making those delicate analyses of thought that add incalculably to the joy and the fullness of life" is a fine sentiment that might have been better expressed; and it gives one a mild shock to find Tommy Moore sandwiched between Shelley and Shakespeare, and Peter Bell's views on the primrose fathered on Matthew.

The Public Schools Yearbook, 1914. (5s. net. Yearbook Press.)

This is the twenty-fifth issue of this invaluable annual, adopted since 1910 as the official book of reference of the Head Masters' Conference. Besides the 113 public schools of which the prospectus and full particulars are given, it contains a non-official list of preparatory schools. The articles on the various professions give detailed information as to conditions of admission, cost, &c. In this volume the conditions for Special Naval Cadets are set forth, and the article on Engineering has been rewritten. "The Educational Books of the Year" is somewhat meagre and incomplete: of Greek books there are only three. On the other hand, the "Bibliography of Public School Publications, Magazines, &c.," gives information not to be found elsewhere.

Conflicting Ideals: Two Sides of the Woman's Question.

By B. L. HUTCHINS. (1s. 6d. net. Murby.)

Among the many books issued on the Feminist question it is not often that one so sane and equable as this is met. Miss Hutchins possesses the rare ability of being able to state the other side fairly. The two ideals discussed by her are: (1) the patriarchal, where the women are supported by their father or other male relative; and (2) the individual, where the women are self-dependent. The aspect that is dealt with is therefore mainly economic, and the sources of failure in the working out of each ideal, as well as the factors making for good to the community, are indicated as clearly as the complexity of the problem will allow. Miss Hutchins says: "On the one hand we have the woman's movement steering straight for economic independence, . . . giving women that experience in association, knowledge of their fellows, and appreciation of spiritual values which are most needed in the home, and which the home education of women often most deplorably lacks. On the other hand, we have the intense conservatism of the womanly woman. She has the future largely in her hands; yet to this aspect her eyes are blinded and her heart is cold." But in this "eddy and whirlpool of conflicting ideals and warring economic forces" no single solution appears to the author to be either inevitable or desirable. The result will not be a simple one; and it is because the question is viewed synthetically that the booklet is a valuable one in the literature of the subject. A hint of the direction in which the author sees the social remedy is given in one paragraph: "The root of the matter is that it is almost impossible to make any logical scheme or theory that will fit the woman and the young child exactly into a commercially organized society, based on exchange-values. If we may momentarily assume, for the sake of argument, a state of society in which it was decided by the general will or the collective government to use the existing productive forces for the common good; to produce first of all what was needed for healthy existence; to endow the citizens with the means of life, and throw upon them collectively the responsibility of co-operative production of further good, it is obvious that the woman and the child would take a very different position. As the touchstone of value would be use rather than exchange, the mother would draw her endowment, and it would obviously be the worst and most anti-social course to separate her from her infant for outside work as long as it needed her: her health needed rest and recuperation." The book is of interest to all modern women and to all those who have the care and education of girls.

A History of Socialism. By THOMAS KIRKUP. Fifth Edition. Revised and largely rewritten by EDWARD R. PEASE. (Black.)

Kirkup's "History of Socialism," first published in 1892, has long been known as a scholarly and sympathetic account of Socialism. Twenty years is a long period in the history of so new a movement, and it was a happy thought of the publishers to get Mr. E. R. Pease, well known as Secretary of the Fabian Society, to bring the book up to date. Mr. Pease has left the first nine chapters of the work largely untouched. These deal with the early history of Socialism, from Owen and Saint-Simon to the organization of German Social Democracy. He has himself written chapters on Russia, Anarchism and Syndicalism, the Progress of Socialism Abroad, the Modern International and the English School of Socialism, condensed Kirkup's chapters on the Interpretation of Socialism into one, and added several interesting appendixes, including an excellent bibliography. Kirkup's own work is excellent, marked by a fine controlled enthusiasm, which never seems to spoil his critical judgment. He gets behind the extravagances which have marked much Socialist teaching to its central principles as few have done. Mr. Pease has more knowledge of the Socialist movement as it actually exists than any other man, and his chapters are full of information. He seems, in Chapter XI, to be rather grudging in his attitude towards Syndicalism, as though, because everyone is talking about it, he had to insist that it is of no importance. He gives, however, a very striking account of the marvellous, world-wide progress of Socialism in the last twenty years, which provides an effective complement to Kirkup's sympathetic account of principles. On page ix, line 18, of the introduction "successor" should be "succession."

A Manor Book of Ottery Saint Mary. Edited by C. D. WHETHAM and MARGARET her daughter. (7s. 6d. net. Longmans.)

A Manor Book is the survey of an estate made by an industrious steward in the seventeenth century, a stony kernel that only the local antiquary and genealogist will crack. It serves as the nucleus for a study of land tenure in England from the Saxon settlement down to the end of the eighteenth century, with a rapid glance at subsequent conditions of agriculture, and is a valuable supplement to the work of Seebohm, Maitland, and Vinogradoff. Mr. C. R. L. Fletcher has shown us how English history can be made living by local colour

and impersonation, and the teacher will find here plenty of matter to turn to account. For instance, John Grandison, the land-reforming bishop of the fourteenth century, stands out as clearly defined as Mr. Lloyd George. In the latter half of the nineteenth century we read "the welfare of agriculture was sacrificed to a doctrinaire theory of free trade as disastrously as it threatens to be sacrificed on a recrudescence of a system of protection," a sentence which shows Mrs. Whetham has an open mind, and the text furnishes arguments both for and against State purchase of land and the fixing of a minimum agricultural wage. The manor rolls from which this transcript has been made are written (so we are informed) by an ignorant scribe, and Mrs. Whetham has certainly not succeeded always in deciphering the medieval Latin.

Poems and Translations, 1850-1870. By DANTE GABRIEL ROSSETTI. Together with a prose story, "Hand and Soul." (1s. 6d. net. Oxford University Press.)

This volume of nearly five hundred pages, containing the whole of Rossetti's work except the "Ballad and Sonnets" of 1881, is a welcome addition of the "Oxford Edition of Standard Authors." To Rossetti as a translator full justice has not been done. Pater indeed pronounced his "Early Italian Poets" typically perfect translations, and his "Snows of Yesteryear" from Villon has become a household word; but few have sufficient knowledge of Early Italian to appreciate the fidelity of these versions, or to enter, like the translator, into the spirit of these mystic lovers, the precursors of Dante. The Preface is one of the soundest essays we know on the canons of translation.

A Century of Parody and Imitation. Edited by WALTER JERROLD and R. M. LEONARD. (1s. 6d. net. Oxford University Press.)

This will be a deservedly popular book. It begins with the Brothers Smith, and is well worth the price, if only for the sake of possessing in such a convenient form the "Rejected Addresses" and the "Loves of the Triangles," and it ends with a parody of Tennyson that appeared in this journal. We wish there were more of the last kind, not that we are cracking up our own wares, but because many of the best parodies of the century have appeared anonymously in newspapers and magazines. "Imitation" opens the door very wide, and a long poem like Shelley's "Peter Bell" seems to us out of place. As instances of the desiderata, we may quote at random three anonymous parodies superior to those of the respective poems given in this volume.

"He had a house in Hollywell
Where gargoyles grinned above,
A don whom all knew jolly well,
But ne'er a one did love."

"In China where each word's a root,
And every root a word to boot,
And every mandarin a brute."

"Songs shall inspirit us not from that liar."

Among the last generation of parodists Calverley stands out pre-eminent, and no one has hit off one side of Browning so well as in "The Cock and Bull." The famous "Ode to Tobacco" is tacked on to Longfellow, but there is nothing to suggest a parody. The Notes might have explained that Bacon was the leading Cambridge tobaccoist of the day. In the Latin on page 259 there are obvious misprints—whether Sir Theodore Martin's or the editor's we cannot tell.

How to become a Naval Officer. Revised Edition, 1913. (Grieves.)

This guide supplies all the information that a parent requires who is thinking of entering his son for the Navy, and the intending cadet will find what more nearly interests him—a full account of the life at Osborne and Dartmouth, the hours of work and play, holidays and pocket-money and the beagles. It has the imprimatur of Admiral Fremantle, who vouches for the accuracy of the information. It is unfortunate that the new edition appeared before the new departure of the Admiralty had been announced, and there is no reference to the new order of Senior Cadets, though a limited number had been admitted as a tentative experiment. The book suggests one general reflection: the Navy is still reserved for the upper and middle classes, and sooner or later a democratic Government will be bound to provide, as it has done in secondary schools, free places at Osborne.

School Hygiene. By F. B. DRESSLAR, Ph.D. (5s. 6d. net. Macmillan.)

The author's purpose in this simple and easily read book is to set forth in untechnical language some of the hygienic requirements of school life. It is written essentially for teachers in the hope that they will realize the importance to every child of a wholesome and healthy life during school days. School buildings and their light-

ing, heating, ventilation, and cleaning are carefully dealt with. The dangers of common drinking cups, baths, pencils, and books are pointed out and the means indicated whereby they may be avoided. The treatment of defective and exceptional children is made the subject of a number of chapters and the importance of a regular medical inspection is insisted upon. As an admittedly elementary work the book is excellent, and, although it will probably find more scope for its application in America than in England, yet there is here gathered together a useful fund of information with which every teacher ought to be acquainted. A valuable feature is the bibliography of books and papers given at the close of each chapter in further reference to the subjects treated.

- (1) *The Law of Domestic Servants*. By J. D. CASSWELL. Second Edition. (1s. 6d. net.) (2) *French Law and Customs from the Anglo-Saxons*. Third Edition. (2s. 6d. net.) (Jordan & Sons.)

We would call attention to these instructive guides for everyday use. Servants are always with us, and though death in France or an Anglo-French marriage may be a too remote contingency to provide against, yet a suit against an extortionate hotel keeper or a French railway company for loss of luggage is no uncommon chance. In the first volume a chapter has been added on the Insurance Act as it affects servants. It is written "dispassionately, and without bias." We may, however, take exception both to the bias and the grammar of the concluding paragraph in the second volume: "The French, taking one thing with another, are better off than the British."

- A *Short History of Christianity in the Apostolic Age*. By Prof. G. H. GILBERT. (Pp. viii, 239. 4s. net. Cambridge University Press for Chicago Press.)

The present volume, both in form and plan, is designed as a sequel to the well known "Constructive Studies in the Life of Christ," by Profs. Burton and Sharler Mathews, of Chicago. The same method is followed as in the latter work. At the head of each chapter the sources are given, and it is expected that the student shall study these for himself independently. Then the principal topics are dwelt upon, the salient facts being emphasized. Finally, subjects for further study, arising immediately out of the sources, are indicated. The book is divided into five parts. Part I deals with the Primitive Church in Jerusalem; Part II with the extension of the Gospel to the Gentiles, occasioned by persecution; Part III with the Pauline Mission in Asia Minor, Macedonia, and Greece; Part IV with the last years of the Apostle Paul; and Part V with Christianity in the latter part of the first century. An appendix gives a conspectus of important events of the Apostolic Age. The book is enriched with a number of excellent illustrations, and may be cordially recommended as an admirable handbook for senior classes or for private study.

- Pictures of Palestine*. From Photographs by SOPHIE NICHOLLS. (1s. 6d. to 2s. 6d. net each. Longmans.)

These pictures are enlargements of photographs taken by Miss Sophie Nicholls for the purpose of illustrating Scripture lessons. They vary in size from about 1 ft. by 1 ft. 3 in. to 2 ft. 6 in. by 1 ft. Excellent points of view have been chosen, and such pictures as "The Shepherd of Tekoa" and "The Desert Hills of Judæa" are most effective. Others do not enlarge so well. The Temple area of Jerusalem, for instance, is dazzling and ineffective at a distance. In such cases probably a line-and-wash drawing done from the photograph would have proved more satisfactory. Of course, one cannot help wanting colour, but it is a great achievement to have obtained authentic pictures, and we congratulate Miss Nicholls on what must have been an arduous task.

- Exercises from a New Algebra*. Parts I-IV. By S. BARNARD and J. M. CHILD. (2s. 6d. Macmillan.)

Teachers who use the authors' popular "Algebra," and those who use a different textbook or none at all, will be glad to possess this collection of examples, which may be obtained with or without answers.

- Plane and Solid Geometry*. By W. B. FORD and C. AMMERMAN. (5s. 6d. Macmillan.)

Among recent textbooks of geometry this should take a high place. The first chapter contains a brief course of practical geometry, while succeeding chapters relate to rectilinear figures, the circle, proportion, areas, regular polygons and circles, and the last three to solid geometry. These chapters contain all the material that is usually to be found in textbooks of theoretical geometry, the authors holding to the view that "geometry is and is likely to remain primarily a cultural rather than an informational subject." At the same time, they interest the reader by varied illustrations of geometrical applications to problems of everyday

life. The section on the tangent is perhaps the only one to which objection may be taken—a secant being defined as a line of indefinite length which cuts a circle (without proof that it cuts it in two points) and a tangent as a line of indefinite length which touches a circle in but one point. The diagrams are excellent, especially those on solid geometry. Many of these are shaded, and are thus far less confusing than the line-diagrams which usually appear in English textbooks.

- Arithmetic Papers for Senior Pupils*. Set in Civil Service Matriculation, Higher and Lower Certificate Examinations. With or without Answers. By W. BRAGINTON. (2s. 6d. Macdonald & Evans.)

This collection of questions in arithmetic will come as a boon to candidates for the Lower Civil Service, now to be numbered by the thousand. The answers, so far as we have been able to test them, may be relied on.

- Mathematics, Science, and Drawing for the Preliminary Technical Course*. By L. J. CASTLE, B.Sc. (1s. net. Routledge.)

This textbook of experimental mathematics is written specially for the first year preliminary technical course in evening schools in the north of England. It is and is intended to be of an elementary character, the numerous examples being easy, though carefully planned. The low price of the book should be noted, for it contains a hundred and fifty large octavo pages, and is nevertheless strongly bound and well printed and illustrated.

- The Shorter Modern Dictionary of the English Language*. (1s. Macmillan.)

This is not an abbreviation, but a recasting, of Messrs. Macmillan's "Modern Dictionary" in order to adapt it for younger pupils. In such a work the format is at least as important as the matter, and the clear type, the grouping of words, and the ease with which the pages are turned, at once predispose us in its favour. Moreover, wise discretion has been shown in the words excluded and admitted. Thus, technical terms not in common usage are ignored, and regularly formed adverbs, such as "clearly," are not given. On the other hand, modernisms such as "pragmatism," "syndicalism," "Nationalist," "Tariff Reformer," that a boy will meet with in the daily newspaper, are explained. For pronunciation there are full directions, though diacritical symbols are few, and no attempt is made to indicate the finer shades, as in "girl." Of "cinematograph," which we lately heard pronounced in four different ways at a meeting of distinguished authors, we are only told that the accent is on the first syllable. In "physiognomy" we hear no *g* and in "savour" no *i*; for "envelope" there is no direction, and the moot word, "angina," is not included. "Celt" (the instrument), "welsher," "sibyl," "blackleg" are the only omissions that a pretty careful search has revealed. "Damn," we take it, is barred as a swear word, and *nom de plume* is admitted without a protest.

- English: a Modern Grammar*. By G. H. CLARKE and G. T. UNGOED. (2s. 6d. H. Marshall.)

This is a "Modern Grammar" in more senses than one. It treats English as a living phenomenon and does not attempt to trace its roots in the past or its relations to other languages. In so far as pupils presumably begin with the study of English, and of English know nothing more archaic than the Authorized Version, this is all to the good. It is modern likewise in adopting (with some important deviations) the nomenclature of the Committee on Grammatical Terminology, of which Mr. Clarke was a member. The pupil who proceeds to French or Latin will not be pestered and confused by a new set of terms. The chief departure—the substitution of dependent attribute and modifying, for noun, adjective, and adverb clauses—has been expounded, and in our opinion justified, by Mr. Clarke in an article contributed to this journal. The grammar begins with the sentence and is divided into three parts—the first, simple analysis; the second, an amplification of Part I, with special reference to forms of words or accidence; the third, a full treatment of syntax. Each part might thus supply a year's course in English grammar. The introductory chapter, mainly on errors in English, is not for children and should have come at the end of the volume. The only serious defect that we find in the grammar is that it is not, as it professes to be, inductive. Examples, it is true, come first and the rule follows, but there is no attempt to make the pupil discover the rule for himself. Doubtless the teacher who knows his business will easily supply the missing links and induce the rule. We should have preferred genuine quotations to "cooked" examples. The pupil will ask what on earth is the meaning of "True it is that I receive the general food at first," and we should not be able to inform him. We will add a few random queries as they occurred to us. Page 38: "Adjectives describe nouns or noun equivalents." This is only the preliminary definition, but even here accuracy

requires "that for which the noun stands." Page 43: "The men who went hunting in Africa's son" should not pass as standard English. Page 48: Is *few* in "A few copies are left" an adjective? Page 91: To parse *there* as an accusative in "Let there be no discussion about that" seems to us monstrous. On the same page, under "reflexive verbs," no account is taken of "he sat him down." Page 119: "None" with a plural is classed as a violation of concord, but "One half the world is ignorant how the other half lives" passes muster. To slipshod colloquialisms Mr. Clarke is very indulgent. The split infinitive, we grant, has become a fetish, but we draw the line at "either you or I are," "to no man more than he is due," &c., "he is younger than me," and "like the Gauchos do."

Synthetic Latin Vocabularies. By HEDLEY V. TAYLOR.
(1s. Blackie.)

Lists of common words, averaging about twenty, classed according to meaning. Used judiciously, they might with advantage form part of an ordinary construing lesson, and it would not take more than five minutes to hear them repeated or, better, to test them by sentences. We fail to see why disconnected adverbs and pronouns are thrown in at the end of the lists, e.g. *unde* and *inde* under "kinsfolk." The words are well chosen, and we notice only a few errors or oversights. *Nepos* is never "nephew" in classical Latin—We question *victoriam adipisci* instead of *reportare*. *Pecus* *-udis* is rarely "one of a herd": commonly a flock or one of a flock. Some quantities are wrongly marked—*ūs*, *gradūs*, *rēligio*; and genders are sometimes not indicated, as under *tonitrus*.

SCIENCE, &c.

Physics: an Elementary Textbook for University Classes.
Third Edition. By C. G. KNOTT, D.Sc. (7s. 6d. Chambers.)

This textbook of physics was written originally before the discovery of radium and the consequent development of the new science of radioactivity. The advent of the latter as a branch of knowledge, with its wealth of novel and unexpected results, has made necessary a complete revision of all theories concerned with the constitution of matter. All books dealing with matter and energy are therefore incomplete, and even misleading, unless the phenomena of atomic disintegration are introduced and brought into relationship with previously known phenomena. Realizing this, Prof. Knott has carefully revised his book in the light of recent advances in physics, and has added a new chapter on the Electron Theory and Radioactivity. The result is an excellent elementary account of the various sciences which constitute physics as they are understood at the present day. The order of treatment is somewhat unusual, but, as it tends to correlate the different phases of the subject in a logical and practical way, there is much in it to be commended. The first part of the book deals with matter in relation to energy. The student is introduced to the subject by way of statics and dynamics, gravitation and elasticity. This leads on to molecular physics, which in turn paves the way to the thermal properties of matter and to the transmission of energy in the form of waves through material media. The second part brings in the conception of ether, and on that basis the subsequent treatment of the subject is developed, electricity and magnetism, radiant energy and radioactivity being dealt with. Exercises are appended to many of the chapters, and answers to these are given at the end of the book, where also a useful series of tables of physical constants is to be found. The book may be warmly recommended to students taking the more elementary of University and college courses.

A Textbook of Physics. By R. S. WILLOWS, M.A., D.Sc.
(7s. 6d. net. Arnold.)

The author states that this book was designed to fill what appeared to be a gap in the literature of the subject. One would have thought that there was no lack of textbooks on physics, particularly of the kind to which the attention of students preparing for the Intermediate Examinations of the Universities is usually directed. If there be a "gap," this book cannot be welcomed as having filled it, for it can boast no originality of outlook or treatment. During recent years physicists have made a very notable advance in their understanding of physical phenomena, and even an elementary textbook ought to indicate the new interpretations which are now placed on old facts. To have a true educational value the method of treatment ought to be controlled by modern researches rather than by the syllabus of an examiner. Certainly the exigencies of the latter should not extinguish the former. Dr. Willows's book is written entirely for examination purposes, and it may therefore find favour with certain teachers who prefer themselves to give their students whatever indication they think necessary of the onward march of knowledge. Sound, Light, Heat, Magnetism and Electricity are dealt with much as in the older books, and with them the present volume compares very favourably. It is written and printed

clearly, and the illustrations, which are diagrammatic throughout, are of a bold and simple type such as students ought to be encouraged to draw when making lecture or laboratory notes.

A Course in General Chemistry. By W. MCPHERSON and W. E. HENDERSON. (10s. 6d. Ginn.)

It is rare enough for a textbook of chemistry to show any originality of arrangement; and it is more rare to find a new treatment that is justified by the result. In spite of the disclaimers and the modest assurance of the authors of the book under review, we believe it to have succeeded in both these departments.

Profs. McPherson and Henderson have not attempted to produce an exhaustive work, and, unlike the majority of textbook writers, they have not kept their book small by the simple, bad, expedient of random pruning. On the contrary, it shows a very careful discrimination, and gives a quite unusual impression of orderliness.

Chapters upon the physical considerations necessary to an understanding of chemical processes are intercalated between the more purely descriptive parts of the book. As an example of this method one finds that after a description of nitrogen and an account of its discovery the discussion of its compounds is postponed until the inert gases, the atmosphere, solutions, ionization, neutralization, valency, and structural formulae have been dealt with. Apart from a few persistent Americanisms, that can be readily forgiven, the book is well written, and it can be recommended as a trustworthy introduction to the science with which it deals.

A Textbook of Physics: Properties of Matter. By J. H. POYN-
TING, F.R.S., and Sir J. J. THOMSON, O.M., F.R.S. Sixth
Edition. (10s. 6d. Griffin.)

It is a well deserved compliment to the eminent authors of this book that the demand for it has necessitated the issue of six editions during the comparatively short time which has elapsed since its original publication. The work, which forms the first volume of a series by the same authors, is too well known to require here more than a passing notice of its reappearance. Few alterations have been made, but important notes have been added here and there to the text. The authors deal with mass, weight, and gravitation, and with such of the properties of matter as relate essentially to change of form, e.g. elasticity, viscosity, surface tension, diffusion, and solution. The volumes dealing with Sound and Heat respectively have also run through several editions, but those on Light and Magnetism and Electricity have not yet appeared. Their publication is awaited in keen anticipation of the same masterly treatment as that which has made their forerunners so invaluable to all students of physics.

COLONIAL AND FOREIGN NOTES.

FRANCE.

To study from without education in France at present is like watching a fight represented on the screen of a cinematographic theatre. You get thrills from the blows without hearing the moans of the combatants. Church and State thrust and parry; it is the Church that suffers the pain and, so far as the outside world is concerned, mutely, for the voice of lamentation dies away at home. We often wonder with which side our readers (Catholic readers excepted) are more in sympathy. Let them probe their feelings with this story, of which use was made in the recent debates. A child was reading a (Catholic) Church catechism in the school playtime, when a teacher pounced on him and confiscated the book. For expostulating with the teacher in somewhat too vigorous terms the mother of the child was sentenced by a Versailles magistrate to a month's imprisonment *sans sursis*; for, sighs a Clerical journal, *les instituteurs sont plus sacrés que jamais*.

Of the debates just mentioned, we have the outcome in the **Attendance; Defence of the Lay School.** "Texte du projet de loi sur la fréquentation scolaire et la défense de l'école laïque," as it was adopted by the Chamber of Deputies. Attendance of the school is not good in France. Let us see what measures are proposed to improve it. The Bill orders that, when a child has been absent from school four times in a month, for at least half a day and without recognized cause, the primary Inspector shall send a list of the absences, with comments, to the *juge de paix*. The *juge de paix*, having studied the case in the light of all its circumstances, will, if it seem proper, recommend the condition of the parents or guardians to the kindly attention of the Local Authorities. If it be expedient, he will send the parents or guardians a warning (without cost) and a notice of the penalties that the law will impose in case of a new breach of it. Should the offence be repeated in the twelve months that follow the warning, the *juge de paix*, informed of it by the primary Inspector,

will cause parents or guardians to appear in open court, and will fine them from 1 to 5 francs. In the event of another offence in the ensuing twelve months, the offenders will be liable to the police penalties formulated in Art. 479 of the Penal Code; but sentence to imprisonment may not be pronounced. It is the tenderest-hearted legislation in the world. Now look at the *défense laïque*. Article 21 of the Bill runs thus: "Whoever, by violence or threats, by causing them to fear loss of employment or damage to person, family or fortune, shall have induced the parents or other persons responsible for a child to keep that child from taking part in the regular exercises of the public school in which he is enrolled, or from using the books ordinarily used in it, will be punished with imprisonment for from six days to one month and a fine of from 16 to 500 francs, or with one only of these two penalties." The weapon is sharp; but the quarrel in which it is drawn is not ours; we report of it as impartial historians.

France and Scotland are renewing an old intimacy in a new mode. By an agreement between the University of Bordeaux and the University of St. Andrews Dr. T. Pettigrew Young, Professor of the French Language and Literature at St. Andrews, will in May repair to Bordeaux and take the place of M. Charles Cestre, Professor of English Literature in the Faculty of Letters. M. Cestre, on his part, will undertake the courses of Dr. Pettigrew Young in the University of St. Andrews. Moreover, the French Minister of Public Instruction has commissioned M. Cestre to deliver a series of public lectures in various towns of Scotland and England. In both countries the visitor will be welcome as bringing good gifts. If we look to Germany for erudition, it is from France that we get models of lucidity, method, and literary grace.

GERMANY.

"Pedagogue" was a term of contempt and pedagogy was naught. Then opinion shifted and the Universities saw that they must teach a science which so many were eager to learn. At München a Professorship of Pedagogy has lately been established and the famous Fr. W. Foerster called to fill it. He is not yet at work; but no less than ten *Dozenten* are lecturing this winter on pedagogic themes. Not only are such abstruse subjects as "The Problem of the Freedom of the Will and its Significance for Morality, Law, and Education" being treated; there are also lectures on anatomy and physiology for teachers of gymnastics, and practical exercises in the teaching of history. Berlin offers still more, and on its program are courses on "Experimental Pedagogy (with demonstrations and the discussion of recent discoveries in experimental psychology and pedagogy)," "How to teach Classics in the Gymnasium," "Influence of modern School Instruction on the Organism of the Child," and "Philosophy in the Scheme of the Higher School." On what system theology is taught in English schools it were hard to say. A German University will instruct the future teacher how to teach it. Thus at Leipzig he may attend a *Seminar* for practical theology, in which the methods of religious instruction and of religious education (two different things) are studied. Leipzig lays stress on experimental psychology and pedagogy. Yet it does not neglect the history of education; for on its winter list of lectures there are inscribed courses on "The Pedagogy of Plato and of Platonism," and on "The Pedagogy of Rousseau, Pestalozzi, and Herbart." Tübingen is also active for education. Its professors and *Dozenten* are discoursing, for example, on "The Development of Thinking in Childhood and Youth (with experiments)," "The History of Pedagogic Ideas and of Education," "Public Hygiene, especially for Teachers in Higher Schools," and "The History and System of Secondary Education in Germany." Not alien to our topic is it to mention here that the Psychological Society of Berlin is offering a prize of 750 Mk. for the best essay on "Relations between the Intellectual and the Moral Development of the Young."

The *Deutsche Lehrer-Zeitung* (xxvii, 15) brings a grave charge against us: we are seeking to exclude Germany from her "place in the sun" by grudging her a place in the map. England, it seems—America following her example—has been flooding China with School Atlases which show England covered with cities, whilst in Germany only Heidelberg and another small town are marked. A similar course, remarks the German journal, has been pursued in India for a long time. Nor is it enough to represent Germany as an almost uninhabited land; she and her ally Austria are sometimes quite obliterated. A schoolbook in the Cantonese dialect, which has appeared in several editions, gives a list of European States in which there is no mention of either Germany or Austria. It is very cruel, is it not? We fear, however, that such reticence will not keep the Chinese from knowing that Germany exists. And as to Atlases, all

have their weaknesses. In a map of the British Isles, Stieler's (German) "Schul-Atlas" (1888) marks insignificant places in Ireland, but not Barrow-in-Furness in England. Is that to hide its existence from American cruisers?

Some students of Comenius may have overlooked the news that Prof. Dr. Ivan Kvacala, of Dorpat, has discovered a hitherto unknown work by Amos Comenius. It is entitled "Continuatio Admonitionis fraternae Joh. Comenii ad J. Maresium." Among other things, it explains for the first time how his relations with Samuel Hartlib began: Comenius made the acquaintance of Hartlib's brother George at the University of Heidelberg.

BELGIUM.

What Belgium has been doing for education the daily newspapers, with which in news-bringing we cannot compete, have related in due course. There comes further proof of quickened zeal in the form of a new journal, the *Revue de Pédotechnie* [Larmertin, Brussels], to appear six times a year under the auspices of the Belgian Society of *Pédotechnie* and the Jean-Jacques Rousseau Institute of Geneva. *Pédologie* is the science of the child, utilizing in its investigations the results of physiology, psychology, and sociology; *pédotechnie* is an applied science, which, guided by *pédologie*, seeks out the practical means of promoting the normal development of a human being from the moment of conception until adolescence is over. Eugenics, now the centre of so much interest, is a branch of *pédotechnie*. The first number of the *Revue* contains papers on "Les notes scolaires ont-elles une valeur pédotechnique?" "Les classes homogènes et l'examen mental par la méthode des tests de Binet et Simon," and "L'enfant et le cinéma." In later numbers will be published many studies of the Belgian Society and of other scientists engaged in investigating the culture of the child.

UNITED STATES.

If we said that apathy and sloth reigned perennially in Whitehall, and that the American Bureau of Education was as alert as the English Board is sluggish, we should be deemed to be lacking in that high patriotism which sees in every foreign country a foil for the splendour of one's own. We refrain then from saying it. Let us, however, state some facts relevant to purposes of comparison. We strive to interest the public in Continuation, and urge that this and the kindred subject of Vocationalism should be studied imperially. Comes a packet of pamphlets from the Board of Education relating to imperial conferences and marked "for official use," of which kindness can say only that they seem to be un-useful to anyone. The Board of Education gives no sign that it understands these subjects. The United States Bureau of Education decides quickly that American teachers must study them for themselves at first hand. Where best? At München, under Director Kerschensteiner and Assistant Inspector Schmied. Presently there appears a circular stating that "the city of München, Germany, has agreed to permit a certain number of American teachers of manual training and industrial subjects to study in the Continuation schools of that city their underlying principles and their relation to the life of the city. The fees will be at the rate of fifty cents a week, or about 6.50 dollars for an entire course. The number of students to whom this opportunity is offered is limited to twenty-five." Even in far Salt Lake City the superintendent bids his teachers "Up and to München!" Thither too at last our Minister of Education and the Permanent Secretary have gone.

It were trite to say that English is of all subjects the most neglected in English schools. In the United States, as we observe with pleasure, the study of it is being intensified, and the *English Journal* (University of Chicago Press) quickens and helps the teacher. What is demanded of him by modern methods of instruction is set forth in an article (iii, 2) on "The New and the Old in the Teaching of Literature." He must have imagination, an eye and ear for the concrete elements in the poem, and the power to see it vividly and to make it vivid for the pupil. Again, he should be able to read in such a way as to bring out the emotional elements in the passage that he is handling; for it is only through the voice that the spiritual essence can be communicated from teacher to pupil. A third requirement is that he shall have good judgment as to what to interrogate the student about and skill in interrogation. His aim with his questions must be less to elucidate obscure phrases and to indicate figures of speech than to interpret the author's thought and feeling. Another article, headed "How we use our School Library," shows us, among other things, how they deal in America with the girl who "hates to read." She is sent to the librarian with a

note requesting his best efforts on her behalf. Perhaps she is first induced to read a very simple child's story, such as "Emmy Lou" or "Rebecca of Sunnybrook Farm," the librarian tempting her by narrating an amusing anecdote from it. When she returns the book he draws from her a frank expression of feeling, which becomes his guide in recommending a second book. The transition to more valuable literature is often made through the human interest of biography; and Helen Keller's Autobiography, Louise Alcott's Life, or Agnes Repplier's "In Convent Days" is discovered to be quite as interesting as the world of fiction. In fact, biography seems to be the key to much that is best in the high-school girl. Besides the examples already mentioned, the Lives of Alice Freeman Palmer, Mary Lyon, and Carla Wenckebach are in constant use, a demand for them being created in the public libraries by the interest of the girls. She who once "hated to read" may soon be tempted to study Scott in Lockhart and Thomas Arnold in Stanley. The secret is to awaken her interest in literature through her innate sympathy with human life.

What are Souvenirs? American journals are advertising them under the rubric "When School Lets out," which means in our vernacular "At the End of Term," and recommending them thus:—"To

give your scholars Souvenirs at the close of school is a delicate bit of diplomacy. It endears you to the scholars, pleases the parents, and gratifies the School Board. The members of a School Board congratulate themselves upon their good judgment when they find that they have engaged a teacher who is popular with the community. The Souvenirs are described by those who vend them as "achievements in the art of engraving and printing." The mode of production is this. On a sheet of paper the word "Souvenir" and a symbolic design (books, a globe, and a lighted lamp) are embossed either in silver or in gold. A red ribbon is furnished when gold is used, a green with silver. Underneath the symbolic design is printed a stanza of poetry: "The school is out, Vacation's come," &c., or "Memory like the ivy clings," &c. A photograph of the teacher or of the school building may be "tipped" on the Souvenir. With photograph, a dozen specimens cost 1.15 dollars; without, only a dollar; at which moderate rates it seems that the publishers have been doing business with many teachers continuously for fourteen years. From the old-time school our boys brought away the souvenirs on their backs; to-day, if the teacher would keep himself in the memory of his pupils, he should seek to do so by kindly acts, not by the gift of a tawdry advertisement.

We are always suspicious as to the provenance of "Howlers."

"Howlers" from California.

Do not many of the finest owe their origin to the wits of the Common Room? It is to this source that we should be disposed to refer the old, admired specimen: "'If I had served my God as I have served my king'—last words of Oliver Cromwell." The Los Angeles Times publishes a collection furnished by Prof. Watts Eaton Hughes, of the Southern California Abnormal School, and guaranteed to be from recent examination papers. Sometimes a little Greek would have been serviceable to the candidates—to him, for instance, who wrote "Monarchy is that state in which a man has but one wife," and to the author of the definition, "Gastronomy is the study of stars and heavenly lights." Pure ignorance was responsible for this: "The nebular hypothesis is a bright light sometimes seen in the northern sky," and for this: "The Nihilists are the people of the Nile country." A delightful confusion of thought is apparent in the statement that "Joan of Arc was the wife of Noah"; and in the bold assertion, made by one who must have heard fishes called the "finny tribe," that "The Diet of Worms was the Finnish Parliament." Strange bitterness in the youth who put: "A misanthrope is a man who marries his own wife"! A young scientist, being asked what the "law of gravity" was, replied: "The law of gravity is twenty miles an hour in California," and so broke the gravity of the Examining Board.

THE PUNJAB.

The Report from the Punjab is of brighter colour than that of Indian Reports in general. Thus we read of "continual and rapid development in almost every direction"; and thanks to liberal grants

made by the Government of India, the expenditure on education in the year under report was 84½ lakhs, or 15½ lakhs more than in the preceding year. In the qualifications of teachers in primary schools, owing to an improvement in pay and prospects, there was a substantial advance to record. A new normal school was opened at Lyallpur. With singular satisfaction we observe that the Report shows a further increase of 10 per cent. in the attendance of pupils in girls' schools. The Lahore Normal School, where women teachers are trained, was overcrowded.

UNIVERSITIES AND SCHOOLS.

LONDON.

A number of questions have been asked in Parliament in regard to legislation affecting the University of London. Mr. Asquith has expressed the opinion that the reconstitution of the University should form the subject of special legislation in preference to being included in a comprehensive Education Bill. As to the future position of external students, the upshot of several questions and answers appears to be that the recommendations of the Royal Commission, which, it will be remembered, contemplated some limitations of the present system of external degrees, were not binding on the Departmental Committee of the Board of Education. Mr. Pease stated in reply to a question from Mr. Rowlands that he had "every reason to believe that the Committee appreciate the importance of devising arrangements which will make adequate provision for the continuance of external degrees."

The annual report of the Military Education Committee, published in the *Gazette*, records the continued prosperity of the Officers Training Corps. A War Office return for the period July 1908 to September 30, 1913, shows that 534 Certificate A and 164 Certificate B have been gained by cadets, these numbers being larger than for any other contingent. During the same period sixty cadets proceeded to commissions in the Special Reserve, this number also being larger than for any other contingent. Reference is made in the report to the developments in view in regard to the organization of military education in London. The strength of the contingent at the end of 1913 was 26 officers and 918 cadets.

The policy of the London Education Committee in regard to Mr.

School Attendance.

Denman's School Attendance Bill appears to be based on financial rather than on educational considerations. To raise the school age for London children to fifteen by by-laws, as suggested by the Bill, would involve a capital expenditure of nearly two million pounds, and an additional annual charge of about a quarter of a million. Exemptions may, however, be granted under the Bill on account of beneficial employment or under conditions such as attendance at continuation classes. To meet the financial difficulty, the Council ingeniously proposes that attendance should be optional up to the age of six—a year later than under present conditions; and at the same time a threat of passive resistance has been adopted until adequate provision is made by increased Government grants for all education purposes.

OXFORD.

Two important amendments to this Statute were passed in Congregation on March 3, one allowing for the

Responsions Statute.

principle of compensation between subjects, and the other providing that the supervising examiners should be members of, and appointed by, Convocation. The second amendment obviates what was felt by many to be a serious constitutional objection to the Statute, that it took the control of the examination out of the hands of the University. The first prevents the increased number of subjects being only an additional burden. How it will work out in practice will depend of course on the examiners and the custom of the examination, but most of those who have examined in Responsions admit that it is a great defect of that examination that compensation is hardly recognized, even between different papers in the same subject. Other amendments proposing to lessen the number of subjects required were rejected. Opinion in Congregation seems to have been growing in favour of the Statute, and it will probably pass safely through Congregation and Convocation next term.

The statute for the reform of the constitution of the Hebdomadal

Reform of Council.

Council was rejected in Convocation by 97 votes to 83. There has been all along a determined opposition to it on the part of the Professors, who thought with some justice that they were being hardly used, and no very great enthusiasm for the Statute. Council has now offered Congregation almost every possible proposal for the reform of Council, and it is probable that nothing more will be done. It is possible that the proposal to have three Heads of Houses, six Professors, and nine members of Convocation may be revived. The great practical objection to the present scheme is that it is often difficult to get as many as six heads of houses to serve. The number of Professors, Readers, and of members of Convocation has largely increased since Council received its present constitution, while the number of Heads of Houses of course has not.

CHERWELL HALL.—Nine students entered for the Examination for the Cambridge Teachers' Certificate in December last, all of whom passed, two being placed in the First Class, five in the Second Class, and two in the Third Class. One student obtained Distinction in the

History of Education. Miss Halstead obtained the Geography Diploma of the University of Oxford.

WALES.

Carnarvonshire Schools. A special committee of the Carnarvonshire Education Committee has issued a report on the work of the Intermediate Schools in the county. In their opinion too much is attempted in the schools, and the curriculum is so wide that in many cases the children went away in a state of bewilderment. Two-thirds of the children only remained in the school for three years, and one of the main recommendations of the committee is that a more effective course of education be given to the children for the three years. It is also proposed that no grants be made to any schools, except the Carnarvon and Bangor Schools, for work beyond the standard of the Senior Certificate Examination of the Central Welsh Board.

It is on the above lines that the special committee hopes to extricate the schools from the somewhat serious financial difficulties in which some of them have become involved, and it is only as a last resort that the County Council is to be approached to levy an additional rate for the relief of the schools. Now it is not easy to criticize a report of this kind without further acquaintance with its details, but it is, at any rate, perfectly obvious that it is drawn up in the interest of the rate-payer, and not with the view of promoting the efficiency of the schools. Rather than provide the necessary funds in order to enable the schools to do their work under proper conditions, all kinds of futile expedients are recommended by the Committee. For example, let us consider briefly the proposal to concentrate all the advanced work in two schools. This is surely a matter on which the parents have a final voice. Are they likely, for instance, to allow their boys and girls at the ages of sixteen or seventeen to reside in lodgings in a strange town? The majority will probably object very strongly to the plan. And further, how under the system of travelling bursaries is there to be any saving in expenses? The distance from South Carnarvonshire, for instance, to Carnarvon is so great that travelling daily by train is out of the question. The bursaries will therefore have to be of a very substantial character to maintain the boy in lodgings, as well as to pay his school fees. And has the committee considered the educational effect on the schools of this suggested migration? Any experienced teacher will at once tell them that it is likely to be most prejudicial to their efficiency.

The other main suggestion is that the curriculum should be limited in character. What subjects do they propose to omit? and have they considered that the schools are liable to lose their Secondary Schools Grant if they do not conform to the regulations of the Board of Education as regards curriculum? This, again, is an impractical recommendation, and the scheme, as a whole, must impress any one who has any experience of secondary work as very crude and uneducational. In Wales all the intermediate schools, owing to their isolated position, are practically compelled to do work of the highest standard usually attained in Secondary Schools, and they cannot neglect this duty without inflicting a serious injury on the pupils in their immediate neighbourhood. It has been accomplished in the past without any undue strain on the resources of the schools, either in time or money, and to endeavour to suppress it in any school, however small, is to take a retrograde step.

The University of Wales. The critic of Welsh Educational Institutions is apparently irrepressible. No sooner has he finished his castigation of the Central Welsh Board than he turns his lash on the University itself. There is Mr. E. T. Jones, M.P. for part of Denbighshire, for instance, who has been vigorously assailing the University College, Bangor, and its staff for their "alien" sympathies. We are not aware that this gentleman has ever done anything in the way of constructive educational work, but there is no doubt he can "say things." As the great apostle of "Home Rule for Wales," he probably thinks that the more he decries existing Welsh institutions the clearer will the necessity for his pet hobby be seen. Then we have lately been mildly interested in a suggested reform of our University system put forward by such prominent educationists as Mr. E. R. Davies, the Secretary to the Carnarvonshire Education Committee, and Dr. Austin Jenkins.

The scheme contemplates the remodelling of the curriculum and staff at each of the three University Colleges, and while each College would continue to give instruction up to the stage of an ordinary pass degree in Arts and Science, it would be restricted to some specified sphere or subjects for honours and research work. A half-penny rate throughout the whole of Wales for University purposes would be levied, and an elective representative council, with "a working head" (*sic*) would control the University. There are more proposals of the same character in the scheme, but as no one has taken it seriously it is not necessary to describe it further. Principal Roberts, in an interview on the question, rightly states

that no action of any kind should be taken until the most elementary facts as to the work of the University have been ascertained. For the proposers of the change are apparently quite ignorant of the extent of the service the University has rendered to Wales. The result of an investigation into its achievements, the Principal claims, would reveal such a record of progress as would increase tenfold the pride of Wales in her University and double the number of students in five years. This scheme, as already stated, has no influential support, so that any further discussion of it would be merely of academic interest.

Mr. A. T. Davies, the Permanent Secretary of the Welsh Department, was present at the opening of the new technical wing of the Llanrwst County School. The addition of a technical side to the school, he said, would help to correct the tendencies which some districts in Wales unhappily suffered from towards an education which was too bookish, too uniform, and too impractical. Mr. Davies also referred briefly to the relation of the Welsh Secondary Schools to the Welsh language. The Welsh Department was animated by the utmost sympathy with Welsh aspirations, and it could not honestly be stated that they had been hostile or indifferent to the mother tongue. We think that it is also just to state that the Intermediate Schools have done excellent work for the promotion of Welsh, and that Mr. Davies need have no fear as to its position in their curriculum.

The Chief Inspector of the Department, Mr. O. M. Edwards, has also been expressing his views very forcibly before the Swansea Education Committee on the teaching of Welsh in their Elementary Schools. Unless satisfactory provision is made for its inclusion in the time table of all the schools the Department will make a substantial reduction in their grant. This threat will probably force the Committee to come to a definite decision soon, though it has had the effect of hardening the hearts of some of the most doughty opponents of Welsh teaching.

The Students' Representative Council at Bangor College are making proposals of a far-reaching character. In the first place they are asking the Senate to consent to submit for their consideration all proposed regulations on other than purely academic matters. This will assure that the students' view of such matters is thoroughly understood by the Senate. The other suggestion is that there should be consolidation of the students as members of a national University, and not of three isolated Colleges.

SCOTLAND.

Carnegie Trust Annual Report. The annual report of the Carnegie Trust is concerned mainly with results of the Trust's Endowment of research and with the quinquennial distribution of grants to the Universities and extra-mural colleges. The reports of Dr. J. J. Dobbie, Prof. James Ritchie, and Prof. Hume Brown on the work done in the various departments of research emphasize not merely the value and success of the work, but also the effect which the research scheme of the Trust has had on the whole academic life of Scotland, by stimulating a spirit of research such as did not previously exist. While a large part of the work of the Fellows and Scholars is done in Continental Universities, the reputation of the British Universities is attracting the beneficiaries in ever-increasing numbers. Most of the Fellows who have completed the tenure of their Fellowships or who have resigned have received academic appointments at home or abroad. Many of the scholars have received academic, school, hospital, and other appointments; others have obtained technical, industrial, official, and other posts, and a considerable proportion are continuing their research work under the Trust or some other institution. During the last five years the Trust has spent over £35,000 on Fellowships, scholarships, and grants, as compared with over £27,000 in the previous five years. On the suggestion of Prof. Hume Brown that "something should be done to stimulate more generally an interest in research" in history, economics, and literature "among graduates whom circumstances have prevented from applying for Fellowships or Scholarships," the Trust has resolved to offer a prize of £100 for annual award, for the best essay or thesis on a subject within these departments. The Prize is open for competition among graduates of the Scottish Universities, who have not been Fellows or Scholars under the Trust. Award will be made only where the essay is judged worthy of publication as an original contribution to learning. Essays must be lodged on or before April 15, 1915. The laboratory of the Royal College of Physicians at Edinburgh, which has been for the last five years financed by the Trust along with the Colleges of Physicians and Surgeons, is to be merged in a Lister Institute of Medical Research, under the control of the University of Edinburgh and the Colleges. To the fund for the provision of this Memorial Institute, the University, through the assistance of the Trust, is contributing £10,000 and the Colleges are giving £15,000.

During the eleven years ended in September 1913, the Trust has

(Continued on page 266.)

A selection from the catalogue of Mathematical Books published by the

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contributed in grants to the Universities and extra-mural Colleges a sum of £454,000, of which there were allocated to libraries £43,500, to buildings and permanent equipment over £203,000, and to teaching over £207,000. The assistance which the Trust has thus given has resulted in the partial or complete endowment of seven lectureships in St. Andrews, two chairs and five lectureships in Glasgow, one chair and six lectureships in Aberdeen, and seven lectureships in Edinburgh. The grants for the next five years will amount to £198,250, being £21,250 for libraries, £160,250 for buildings and equipment, and £16,750 for teaching. The grants to individual Universities during the next five years amount to £37,500 for St. Andrews, £40,000 for Aberdeen, £50,000 for Glasgow, and £52,500 for Edinburgh. The grants to extra-mural Colleges at the various centres amount to £16,250, nearly the whole of which goes to Edinburgh and Glasgow. The greater part of the St. Andrews grant is devoted to replacing capital expenditure on buildings, &c., in recent years. The Aberdeen grant will be expended mainly on the new buildings at King's College and the endowment of three lectureships. The Glasgow grant is almost entirely devoted to the provision of new buildings for the Faculty of Arts and the Zoology department. The grant to Edinburgh is also to be spent almost entirely on buildings and equipment. The Trust adheres to its resolution to endow lectureships, &c., rather than to provide annual income, and it issues a warning that, in the allocation of grants to the various Universities, it will not be bound to anything of the nature of a fixed proportion between the Universities or University centres. The whole report, which makes a volume of nearly two hundred quarto pages, is full of interest to the teachers and graduates of the Universities.

A movement has been initiated for the organization of post-graduate medical teaching in Glasgow. Hitherto such teaching has been sporadic, as it is in many of the British centres of medical education, and in consequence sufficient advantage is not taken of the wealth of clinical material in the hospitals of a great industrial community. At a meeting called by the University a committee, representative of the University, the extra-mural schools, and the various hospitals, was appointed to arrange for co-operation in the provision of post-graduate teaching. The Liberals have chosen as their candidate for the Lord Rectorship Lord Strathclyde, the Lord Justice-General of Scotland. As a Commoner he was Mr. Alexander Ure, the Lord Advocate, and he is a graduate of the University. The Conservatives have not yet announced their candidate.

Professor Matthew Hay submitted a very satisfactory financial report to the University Court at its March meeting. The surplus revenue of the general fund was about £2,500, more than three times as much as in 1910-11. There has been a steady growth in the number of students, resulting in a progressive increase in the revenue from fees. New buildings are to be provided at King's College, at a cost of not less than £20,000, towards which the Carnegie Trust is giving a large grant. A scheme of pensions for lecturers is in contemplation, as well as the provision of an adequate curriculum in forestry and a new botanical department. Under the research scheme of the Carnegie Trust the teachers and graduates of the University have during the last ten years received an average of £1,250 a year. Prof. Hay has, to the great satisfaction of the University, resolved not to accept the position of Secretary to the Medical Research Committee. It is understood that the Business Committee of the General Council has unanimously resolved to recommend to the Council the election of Lord Haldane as Chancellor of the University, in succession to the late Lord Strathcona. By an arrangement between the University and the Aberdeen Provincial Committee, Dr. George A. Williamson, lecturer in hygiene under the Committee, has been appointed lecturer in tropical diseases at the University. Among those on whom the Senate has resolved to confer the honorary degree of LL.D. at next graduation are the following:—Mr. John Cook, late Principal of Central College, Bangalore; Dr. Peter Chalmers Mitchell, Secretary of the Zoological Society; the American Ambassador, Mr. Page; Prof. Karl Pearson; and Sir Benjamin Robertson, Chief Commissioner of the Central Provinces, India. The degree of D.D. is to be conferred on the Rev. Herbert Workman, Principal of Westminster Training College.

Owing to the death of Lord Minto there is a vacancy in the Lord Rectorship of the University. The election of a new Lord Rector will take place in October. An attempt is being made to have a non-political contest, but it does not seem likely to succeed. There is also a suggestion that the Women's Suffrage and Fabian Societies should unite in nominating a candidate. The Speculative Society celebrated its one hundred and fiftieth anniversary on March 6 by a dinner, with Sir Ludovic Grant as chairman. Prof. Laird, of Belfast, as Shaw Fellow in Philosophy, has delivered a course of lectures on "Problems of the Self." Mr. Robert Leslie, M.A., formerly

Assistant in Political Economy at Edinburgh, has been appointed Professor of Political Economy in the South African College, Cape Town. Mr. Thomas M. Finlay, M.A., B.Sc., has been appointed University Lecturer in Palaeontology.

At a meeting of the Edinburgh Provincial Committee, the chairman, Prof. Darroch, gave some explanations regarding the diploma and degree in education which are about to be instituted by Edinburgh University. He said that the regulations which are under consideration involve five distinct principles. The degree is to be distinct from the Arts and the Science degree—"over and above" these degrees. The University and the Training College are to act together in certifying candidates for the degree and diploma. The University is to certify the theoretical qualifications of the candidates, the Training College their practical qualifications. Candidates should give evidence of having undergone a course of instruction in the new experimental methods of dealing with educational problems, in addition to the more usual practical courses. There are also other provisions, which, as reported, are rather difficult to understand; but apparently there is to be the possibility of a break in the course for the degree, during which the candidate may serve for some years in a school, and after which he may return to complete his course, with the advantage of his actual teaching experience. The proposed regulations will probably be published soon.

The Provincial Committees are in course of making arrangements with the Carnegie Dunfermline Trust, by which it will be possible for men students, who have completed a course, including physical exercises, for the General Certificate, to take an additional year of training in physical exercises and methods at the Dunfermline College and gain a qualification as instructor in physical training of the same value as that which is given to students who have undergone a two years' course at a physical training college. Those who at present qualify as special teachers of physical exercises are almost all women, and it is hoped that by this new arrangement many ordinary men teachers may be induced to improve their qualifications for giving such instruction. The Edinburgh and Glasgow Committees are also conferring on the question of a suitable scheme for the training of teachers of the deaf. The demand for such teachers in Scotland is greatly in excess of the supply.

The Chief Medical Officer under the School Board of Glasgow in his fourth annual report gives many interesting statistics, of which the most remarkable is the information that the underfed and ill-clad children reported by the school doctors in 1912-13 numbered 256, as compared with 363 in 1911-12, 646 in 1910-11, and 1078 in 1909-10. This decrease can hardly be all due to prosperous trade, and it may be surmised that a great deal of it is the indirect result of inspection.

IRELAND.

The following appointments have been recently made in Universities. College, Dublin:—Professorship of Music, Rev. Heinrich Bewerunge; Dublin Corporation Professorship of Irish Music, Mr. Robert O'Dwyer; Dublin Corporation Lectureship in Municipal History, Mr. John Webb, M.A., LL.D.

In Queen's University, Belfast, Mr. Robert T. Beatty, M.A., D.Sc., has been appointed Lecturer in Physics.

The Donnellan Lectures in Trinity College were this year delivered by Dr. D'Arcy, Bishop of Down and Connor, who gave four lectures during the week, March 9-16, his subject being "God and Freedom in Recent Philosophy." The lectures, which covered a large field, from post-Kantian developments down to Bergson (to whom the last address of the series was mainly devoted), attracted large audiences, the general public being well represented.

An interesting debate was held in Trinity College on the evening of February 25, between representatives of the Edinburgh University Union and the College Historical Society, Mr. Justice Ross being in the chair. The subject was: "That this House views with concern the interference on the part of the South African Government with the liberty of the subject," and the negative carried the day by a large majority.

The Irish Women Graduates' Association held a General Meeting (by kind permission) in University College Buildings on the afternoon of March 20, when the chair was filled, during the first part of the meeting, by Dr. Isabella Mulvany, the outgoing President, who has found it necessary after many years of valuable and indefatigable service to resign her office; and during the second part by her successor, Prof. Mary Hayden, M.A. In outlining the possible work of the Association in the future, Miss Hayden drew attention to the fact that in Mr. Birrell's scheme for the £40,000 grant, the minimum salary for women teachers had been fixed at £80—two-thirds of that

(Continued on page 268.)

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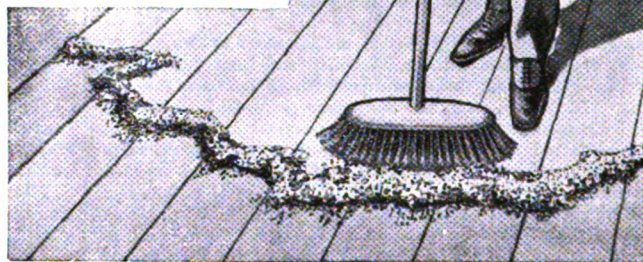
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required for men. As things stand at present in this country, it is generally women only, not men, who take up teaching as a life-long profession and prepare for it by training.

The same feature in Mr. Birrell's scheme was also brought forward in the inaugural address delivered at the Annual Meeting of the Dublin Education Society, at the close of last month, by the newly elected President, the Rev. H. Irwin, Head Master of Wesley College, Dublin. There seems to be a growing conviction on the part of men and women alike that the only principle which, in the long run, works justice to both sexes, is the principle of remuneration according to the nature and quality of the work done, without regard to the sex or individual circumstances of the worker.

The Annual Meeting of the Central Association of Irish School Mistresses, which was held on the evening of March 13, in Alexandra College, under the presidency of Miss H. M. White, LL.D., also devoted a good deal of attention to the £40,000 grant—more particularly to the part of the scheme which deals with registration. Miss Tremain, B.A., Head of the Training Department in Alexandra College, read a paper on registration, in which she urged Irish teachers to see to it that Ireland was brought under the scope of the Registration Bill for England and Wales. An interesting lecture on "The Education of the Schoolgirl a hundred years ago," by Prof. W. Trench, of Trinity College, formed part of the evening's proceedings.

The Belfast National Teachers' Association held on March 21 a special meeting to consider the recent report of the Viceregal Committee, at which there was a good deal of vigorous talking. Strongly worded resolutions were passed calling on the Board to carry out the recommendations of the Committee with the least possible delay, and to take steps to secure more harmonious relations between the teachers and the inspectors and other officials; also demanding that the case of Mr. Mansfield, of Thurles, should be immediately reconsidered with a view to his reinstatement. The Chairman, Mr. Forth, Principal of the Technical Institute, declared in his address that "they had started the battle in Belfast and were determined to be in at the finish."

The Ladies' School Dinner Committee held its fourth Annual Meeting in the Mansion House on February 27, Sir Charles Cameron, C.B., being in the chair. The Committee has extended its work year by year, and now provides dinners, and in some cases breakfasts, for 650 children daily. Some of the children pay 4d. for the dinner, but the majority receive it free. The results have been a marked improvement in the health and intelligence of the children and an increase in the school attendance. Dr. Boyd Barrett, one of the speakers, moved a resolution urging the necessity of extending to Ireland the provisions of the Education (Provision of Meals) Act of 1906.

At the annual distribution of prizes to the students of the Metropolitan School of Art on March 13, at which the Lord Lieutenant presided, it was interesting to learn from the report read by the Head Master, Mr. Ward, that the specimens of metal work and enamels by Dublin students at the exhibition held in Dresden in August 1912 attracted so much attention that subsequently, when the British Section of the International Art Congress decided to present a memento to the Mayor and City Council of Dresden, and fixed upon a medallion in gold, silver, and enamels as the most suitable form of the presentation, the work was given to the Dublin Metropolitan School of Art. The medallion has now been finished and handed over to the recipients, and appears to be much appreciated in Dresden.

PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "F.W.B." The winner of the Translation Prize for February is William H. Leek, Esq., Brookwood, Leigh, Lancashire.

Felix, qui propriis aevum transegit in arvis,
ipsa domus puerum quem videt, ipsa senem,
qui baculo nitens in qua reptavit harena
unius numerat saecula longa casae.
Illum non vario traxit fortuna tumultu,
nec bibit ignotas mobilis hospes aquas.
Non freta mercator tremuit, non classica miles,
non rauci lites pertulit ille fori.
Indocilis rerum, vicinae nescius urbis,
aspectu fruitur liberiore poli.
Frugibus aeternis, non consule computat annum:
autumnum pomis, ver sibi flore notat.
Idem condit ager soles idemque reducit,
metiturque suo rusticus orbe diem,

ingentem meminit parvo qui germine quercum
aequaeuvumque videt consenuisse nemus,
proxima cui nigris Verona remotior Indis
Benacumque putat litora Rubra lacum.
Sed tamen indomitae vires firmisque lacertis
aetas robustum tertia cernit avum.
Erret et extremos alter scrutetur Hiberos:
plus habet hic vitae, plus habet ille viae.

By F.W.B.

Happy the man whose life has fared 'mid fields he calls his own,
The shelter of his elder years, the home in childhood known!
Here crawled he in the very sand his staff now rests upon;
In this one house he counts a score of generations gone.
No plaything, he, of Fortune, tossed in her unquiet hands;
Not his to drink, a flitting guest, the waters of strange lands.
No venturer he, to start at storm, no knight—at tuck of drum;
No pleader in the courts to face the loud conflicting hum.
Unlearned in the World, to him yon Town a strange land is;
The larger and more liberal air of spacious heaven is his.
The fruits in season date for him, not consul's names, the year;
The apple-bough shows Autumn now, the flowers when Spring
is near.

The same horizon ushers forth the sun and shuts away;
This is the circle of his world, and dial of his day.
The sprouted acorn he recalls where stands the stately tree,
And his coeval coppice sees grown old and grey as he.
Verona yonder lies for him as Ind itself afar;
The Red Sea shores and Guarda's lake things equidistant are.
Yet stout as ever in his arm, his strength untamed by time;
The children of his children see him yet as in his prime.
Explore who may the far-away Iberian's abodes!
The one man prizes length of days, the other length of roads.

It is evident that in these verses Claudian is a "plagiarist by anticipation," and is reproducing in a copy of Etonian Elegiacs an unwritten ode of Shenstone's "In praise of a Country Life." To strip them entirely of their academic dress and reclothe them in their eighteenth century costume would be a matter of much time and labour, and the result probably would be, and certainly should be, very dull reading. In the copy I send I have made no attempt to match the Shenstone style. At the same time, I have borne in mind that Claudian's versification is not in itself monumental, like that of Virgil or Ovid, but only an academic imitation of classical models; and have tried in translation to reproduce the thought, rather than the language, of the original.—F.W.B.

We classify the 49 versions received as follows:—

First Class.—F.W.B., Fortune le veut, Atossa, Greenfinch, Cadogan, Allobroge, Sbogum, Essisemma, Homo Bulla (1).

Second Class.—Galatea, Far from the Madding Crowd, Aries, Angelus, Flâneur, Ariovistus, Felicitas, Muscatel, Anonymous, O.M., Asteria, C.R.E., Saunton, Homo Bulla (2), Amadan, Fircroft, Dulais, Ursa Minor, Petite Suzanne.

Third Class.—M.P.H., Vicary, W.H.S., Treb, Dearman, Hilika, Alexandrine, Corbeau, Neo Classicus, F.V., Afghan, Dolphin, Corncrake.

Fourth Class.—Riva, M.F.R., Alverton, N.A.H., J.R.

Fifth Class.—Currer Bell, E.T.S.

The piece should have been turned into rhyming verse; blank verse does not suit a little morsel like this, and prose, to be at all adequate, should be eloquent. *Harena*: There can be no stress on the nature of the soil; the fruits (see lines 11 and 12) show this. It may mean, as one contributor suggests, "sphere of action." Pliny has *in mea harena*. *Traxit*: "attracted," missed by many. *Suo metitur orbe*: Misunderstood by many, "measures by his own horizon," as the preceding line shows. *Vitae viae* cannot be adequately and simply rendered. Several good attempts were made. "Fare," "faring farther and faring worse," seems to be the likeliest. Dr. Donaldson ended with pentameter: "This man has fared the best, that man the farther has fared." "Fortune le veut," without attempting the play on words, gives the meaning well in his clever and original version attributed to the Senex in his own rustic lingo: "If you want fur to cover the ground, take a ticket to Rome; if you want fur to live, my advice to you is, stop at 'ome." This version deserves a prize for its originality. "Plus vitae," surely "not a longer life," but "more of life" in the sense of life worth living, as the whole piece shows.

"F.W.B." has been placed first; his lines have more literary quality than the rest. But there are some excellent copies in Class I. It is invidious and almost impossible to arrange in order of merit: this remark applies to all the classes.

(Continued on page 270.)

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En étaient-ils meilleurs?—Je le crois fermement, car la forme fait partie du fond, et la vraie politesse des manières ne va pas sans cordialité.

Laissons dire ces austères farceurs qui, pompeusement, négligent l'apparence, sous prétexte de sincérité, et cherchent en toute chose la vérité toute nue, le principe, l'essence, la moelle; les gourmands!

Le désir de plaire, en effet, est un raffinement du cœur et de l'esprit qui veut, pour se développer et se répandre, le loisir, la sécurité.

—Il lui faut, comme aux plantes délicates, une atmosphère calme et tiède. Ceux-là seuls songent à se faire aimer qui n'ont plus besoin de se faire craindre.

Aux époques de trouble, les moindres concessions sont un danger, car alors la bienveillance est taxée de faiblesse, et si l'on est simplement poli, il semble qu'on désarme.

Or, l'art de plaire, tel qu'on l'entendait autrefois, consistait précisément à se désarmer pour autrui. On était aimable moins par ses talents et ses avantages que par l'espèce d'abandon qu'on semblait en faire.

Plaire, c'était pour ainsi dire partager avec autrui. Briller, au contraire, c'est fouiller dans la poche du voisin.

On cherchait autrefois à se faire des amis; on songe maintenant à s'amasser un public.

La causerie était comme un échange de petits cadeaux affectueux; ce n'est maintenant qu'un boniment féroce, où l'on joue du poing autant que de la langue, et dont l'auditoire sort meurtri.

Je ne sais plus qui a dit fort joliment: "Le plaisir le plus exquis

est d'en avoir pu donner aux autres, et d'avoir eu le bonheur de leur plaire: ce qui fait que nous ne sortons jamais plus contents de la conversation que lorsque nous pouvons nous flatter en quelque manière que les autres le sont de nous."

Cela est un peu recherché, je vous l'accorde, mais cette préciosité me plaît; me plaît d'autant plus qu'elle est moins généralement goûtée. Au milieu des rudesses qui nous entourent, je trouve plaisantes ces douceurs d'autrefois, j'aime ces petites oasis fanées, pleines des senteurs de ma jeunesse.

Et puis, quand on voit autour de soi tant d'ivrognes boire au tonneau des drogues infernales, on ne souhaite qu'une larme de liqueur bien douce, contenue dans un dé d'or.

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At the Annual Meeting of the Froebel Society, on March 25, Lady St. Helier was elected President for the ensuing year, and delivered her Presidential Address on "Self-Activity in Education." The President was supported by Mr. J. W. Gilbert, Chairman of the Education Committee, L.C.C. The vote of thanks was moved by Mr. T. Raymont, Vice-Principal of the Goldsmiths' College. Mr. H. R. Hall, of the Society's Council, was elected Hon. Treasurer, in succession to Alderman H. Keatley Moore, B.A., Mus.Bac., who has held the post of Treasurer since the foundation of the Society in 1874.

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JAMES RAFTER,
Registrar.

SURREY COUNTY COUNCIL.—

Wanted an ASSISTANT MISTRESS to teach
Geography on modern lines and Nature Study.
Candidates should hold University Degree or equiva-
lent. Salary £110, with annual increment £5. Also an
ASSISTANT MISTRESS to teach Latin and
French on modern lines. Graduate preferred. Salary
£110, with annual increment £5. Apply HEAD
MISTRESS, County School, Whyteleaf.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C.
Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

UNIVERSITY COLLEGE, DUBLIN.

(A CONSTITUENT COLLEGE OF THE NATIONAL UNIVERSITY OF IRELAND.)

PROFESSORSHIP OF FRENCH AND ROMANCE PHILOLOGY.

Applications are invited by the Governing Body of University College, Dublin, for the submission of representations to the Senate of the National University of Ireland in respect of the appointment to be made to the above Professorship.

The present salary attached to the office is £600 per annum. The conditions of tenure of the office and other particulars may be obtained from the undersigned.

Completed applications, with copies of three testimonials in each case, must be received not later than April 10th, 1914.

J. W. BACON, M.A.,
Secretary and Bursar.

86 St. Stephen's Green, Dublin.
March 10th, 1914.

PLYMOUTH EDUCATION AUTHORITY.

Applications are invited for the post of SUPERINTENDENT of PHYSICAL EXERCISES and GYMNASTICS for the Girls' Departments of Elementary and Higher Schools. Salary £120, rising by £10 yearly to £150 per annum. Canvassing prohibited.

Forms of application and further particulars may be obtained of

E. CHANDLER COOK,
Education Office, Education Secretary.
Cobourg, Street, Plymouth.

CUMBERLAND EDUCATION COMMITTEE.

WORKINGTON COUNTY TECHNICAL AND SECONDARY SCHOOL.

The Governors invite applications for the post of FIRST ASSISTANT MISTRESS in this School. Applicants must be under 40 years of age, and have a University Degree or equivalent, with experience in Secondary or High Schools. Special subjects: English and History.

Salary £150, rising for satisfactory service by £10 annual increments to £200.

For special qualifications and experience a commencing salary higher than the minimum may be fixed.

Further particulars, with forms of application to be returned on or before 9th May, 1914, may be obtained from the undersigned on receipt of stamped addressed foolscap envelope.

C. COURTENAY HODGSON,
The Courts, Carlisle. Clerk to the Governors.
18th March, 1914.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any **new** client on receipt of 3d. in stamps to cover cost of paper and postage.

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KING, 45 BEDFORD ROW, LONDON, W.C.

GUILDFORD COUNTY SCHOOL FOR GIRLS.

The Governors require in September next TWO MISTRESSES to take between them Kindergarten and First Form work, Domestic Science and Needlework, some Drill and Games. Full Certificates and some experience required. Salary £90 to £110, according to qualifications. Applications to be sent to the Head Mistress (Miss G. M. TONNISTON, B.A.), from whom further information may be obtained.

UNIVERSITY OF MANCHESTER.

DEPARTMENT OF EDUCATION. PRIMARY BRANCH.

The Council invite applications for the post of ASSISTANT LECTURER and DEMONSTRATOR in Education, as successor to Mr. James Shelley; duties to commence in September next. Candidates should be qualified to give instruction in Drawing and Handwork. Salary £200 per annum. Applications should be sent, not later than 21st April, to the SECRETARY TO THE SENATE, from whom further particulars may be obtained.

NEWHAM COLLEGE, CAMBRIDGE.

The post of Resident LECTURER IN HISTORY and DIRECTOR OF HISTORICAL STUDIES will be vacant in September. Applicants (who should be women of academic attainments) are requested to write for information to the PRINCIPAL. Testimonials are not required, but names should be given of persons to whom the College authorities may refer. Candidates should also send particulars as to education, experience, etc., with copies or titles of any historical work they may have published, before 26th April.

ARMSTRONG COLLEGE, NEWCASTLE-UPON-TYNE. (In the University of Durham.)

DAY TRAINING DEPARTMENT.

The Council invites applications for an ASSISTANT LECTURER IN EDUCATION (Woman). Salary £120, rising to £150 per annum.

Particulars may be obtained from the undersigned on or before April 16th, 1914.

F. H. PRUEN, M.A.,
Armstrong College, Newcastle-upon-Tyne. Secretary.

DORSET EDUCATION COMMITTEE.

Applications are invited for the post of PERIPATETIC INSTRUCTOR OF COUNTRY PUPIL TEACHERS. Candidates must be women who are graduates of a British University or have passed the examinations qualifying for a degree at Oxford or Cambridge. Salary £120 per annum, rising by annual increments of £5 to £140, with travelling and out-of-pocket expenses according to scale.

Form of Application and Statement of duties may be obtained from the SECRETARY FOR EDUCATION, County Office, Dorchester, by whom applications must be received not later than 8th April, 1914.

WANTED, after Easter, Resident

MISTRESS for French, Latin, Mathematics, and Botany, up to Senior Cambridge. Graduate and Nonconformist. Hockey player preferred. Apply, fully stating salary and qualifications, to Rev. HERBERT GAMBLE, M.A., New Oakfield, Arnsde, Westmoreland.

GODOLPHIN AND LATYMER

SCHOOL, HAMMERSMITH. — Required, for September, an experienced MISTRESS to teach Physics up to the Standard of London Intermediate Science, and some Mathematics. Degree essential. Games desirable. Salary from £150, according to qualifications and experience. Apply, with full particulars and testimonials, to HEAD MISTRESS.

AUSTRALIA. — COMPANION

GOVERNESS required. Girl 15. Thorough English, French, Music. £60-£80. Passage paid. Travel with family. — HOOPERS', 13 Regent Street. Other Vacancies. No booking fee. Stamp.

SCHOOL VACANCIES. —

(Durham.) Thorough English, History. £100. — (Seaside.) Certificated English, good Geography. £40. — (Yorkshire.) Kindergarten Drawing. £40. — BOYS' PREPARATORY (South Coast.) £35. — (Middlesex.) English, Mathematics, French. £40. — HOOPERS', 13 Regent Street, London. Many other vacancies. No booking fee. Stamp. Apply early.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, The Journal of Education fulfils a very useful mission to secondary teachers." — *The Western Daily Press.*

KENT EDUCATION COMMITTEE.

BECKENHAM HIGHER EDUCATION SUB- COMMITTEE.

COUNTY SCHOOL FOR BOYS, BECKENHAM.

Wanted, in April next, ASSISTANT MISTRESS for the above-named School for Junior Form work. Average age of Scholars 8 to 10 years. Initial salary £100 to £120 per annum, according to qualifications and experience, rising by £7 10s. per annum for the first two years, and subsequently by £5 per annum to a maximum of £150.

Further particulars and forms of application may be obtained from Mr. F. STEVENS, District Council Offices, Beckenham. Applications, together with three recent testimonials, should be returned to the Head Master, Mr. C. T. F. WARRE, Technical Institute, Beckenham, not later than Monday, 6th April.

Canvassing will be considered a disqualification.

By Order of the Committee,

FRAS. W. CROOK,

Sessions House, Maidstone, Secretary.
19th March, 1914.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

TWO Resident ASSISTANT MISTRESSES wanted, to begin work on 3rd August.

(1) ART MISTRESS to teach Drawing (Ablett System), Painting, Art Needlework and Embroidery, and all the Writing Classes.

(2) MUSIC MISTRESS, L.R.A.M. or A.R.C.M., to teach Singing, Solo and Class, and Elocution, and, if required, Junior Piano-forte.

Salary in each case £90, £100, and £110, for three successive years with board and residence, including holidays if desired. Passage out paid.

The School is a Boarding and Day School under a Committee.

Applications, with copies of testimonials, which will be returned after the appointment is made, names of referees to whom the candidate is personally known, and full information as to age, experience, and religious denomination to be sent to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

EDGE HILL TRAINING COL- LEGE FOR WOMEN, LIVERPOOL. —

Required in September, two Resident LECTURERS, each to undertake any two of the following subjects: English, History, Geography, Music, and to help in the supervision of the students' school practice. Degree essential. Salary £100. Apply with Testimonials and stating qualifications to the PRINCIPAL.

SHERBORNE GIRLS' SCHOOL,

DORSET. — Wanted in September, LADY HOUSEKEEPER-MATRON. Some experience in sick nursing a necessity. Apply — HOUSE-MISTRESS, Dun Holing, Sherborne.

GIRLS' SCHOOL COMPANY,

LTD. — THE PARK SCHOOL, GLASGOW. — Wanted, in September, a MISTRESS to teach Mathematics and a little elementary Physics. Salary, non-resident, £125, rising to £145. Apply to the HEAD MISTRESS.

PENDLETON HIGH SCHOOL,

MANCHESTER. — FRENCH MISTRESS required in September. Residence abroad essential. History or some other subject and good games desirable. Salary from £110 to £130. Applications with full particulars of training, experience, etc., and copies of testimonials, which will not be returned, to be sent to the HEAD MISTRESS.

JUNIOR MISTRESS required.

Advanced Associated Board (or equivalent) and some English certificate. Special subjects: Music, Elementary Latin. Particulars: Education, experience, age, salary required, photograph, references, with first application. — RUDYARD, St. Austell.

THE NATIONAL UNION OF

WOMEN'S SUFFRAGE SOCIETIES, Non-Party, Non-Militant, will shortly be increasing their present Staff of ORGANIZERS. Applications, together with not less than three testimonials, should be sent in writing to the SECRETARY of the National Union of Women's Suffrage Societies, Parliament Chambers, 14 Great Smith Street, Westminster.

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Testimonials, 6d. per dozen copies: MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed. — DEXTER, 4 Gainsborough Road, North Finchley, London, N.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the Summer Term for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS for good-class School in London, to teach English Literature, and Scripture up to Matriculation Standard. Salary £50 to £60 Res.—No. 584.

MISTRESS for high-class School in the South-West, to teach modern Geography, elementary English, Mathematics, and French. Salary £110 Non-res.—No. 593.

ASSISTANT MISTRESS for Private School within easy reach of London, to teach English, French, and Botany. Salary £40 to £50 res.—No. 612.

ASSISTANT MISTRESS for Private School on the South-East Coast, to teach advanced English, simple Drill, and Hockey, and, if possible, German. Salary £45 Res. If able to offer German, £50 Res.—No. 624.

ASSISTANT MISTRESS for Girls' College in London, to teach usual English subjects, Scripture and Mathematics to Junior Cambridge Standard. German up to Junior Cambridge Standard a recommendation. Salary according to qualifications and experience.—No. 643.

ASSISTANT MISTRESS for Grammar School in the South-West, to teach History to Senior Local Standard, Lower English, Nature Study, Needlework, and Drill. Recommendation to offer Games, especially Swimming. Salary £100 Non-res. rising.—No. 649.

ASSISTANT MISTRESS for Private School in the Midlands, to teach English, Literature, and History, and as subsidiary subjects one or two of the following:—German, French, Botany, Drill, Needlework, and Games. Member of the Church of England. Salary £50 Res.—No. 653.

ASSISTANT MISTRESS for Mixed Day School in the Midlands, to teach English subjects, and to assist with German. Degree and experience. Salary £120 Non-res. rising.—No. 681.

MATHEMATICAL AND SCIENCE MISTRESSES.

JUNIOR SCIENCE MISTRESS for Secondary School in the South of England. The candidate must hold a University Degree and be qualified to teach Botany.—Salary £100 Non-res. rising.—No. 646.

ASSISTANT MISTRESS for Private School in the North, to teach Arithmetic, Algebra, and Geometry to Senior Cambridge Standard, Geography on Lyde's method, French Conversation, and to take charge of Form 3. Salary according to qualifications and experience.—No. 648.

ASSISTANT MISTRESS for high-class Boarding School in the North, to teach French, Latin, Mathematics, and Botany. Games a recommendation. Nonconformist preferred. Salary £50 to £60 Res.—No. 674.

ASSISTANT MISTRESS for mixed Day School in Midlands, to teach Physiology, Domestic Hygiene, and Botany, and to assist in Chemistry, Physics, or Mathematics with Lower Forms. Degree and experience. Salary £120 Non-res. rising.—No. 680.

KINDERGARTEN AND LOWER FORM MISTRESSES.

KINDERGARTEN MISTRESS for Private Day and Boarding School in South Africa, to take charge of the Kindergarten and to instruct two Students in the Theory and Practice of Kindergarten Teaching. Salary £75 Res. Passage.—No. 535.

KINDERGARTEN MISTRESS for Private School in the Midlands, to teach all Kindergarten subjects, Singing, Drill, Ablett's Drawing, and Games. Churchwoman and experience essential. Salary £40 Res.—No. 652.

GOVERNESS for Boys' Preparatory School in the South, to teach usual English subjects, Music, Swedish Drill, Class Singing, some Drawing. Experience essential. Salary £40 to £45 Res.—No. 658.

SECOND FORM MISTRESS for high-class School near London, to teach Mathematics up to Senior Oxford Standard, and to take a class up to the same Standard. Experience essential. Salary £50 Res.—No. 670.

MATRONS AND LADY HOUSEKEEPERS.

HOUSEMISTRESS for Girls' College on the South-East coast. Experience essential. Salary £50 Res.—No. 633.

WORKING MATRON for Boys' School on the East Coast. Previous school experience essential. Salary £30 Res.—No. 638.

MATRON for Girls' Boarding School within easy reach of London. Commencing salary £25 Res.—No. 647.

HOUSEMISTRESS for Girls' School in London. The lady appointed will have a certain amount of housekeeping and a little secretarial work. Salary £40 to £60 Res.—No. 666.

NURSE MATRON for large Boarding and Day School within easy reach of London. The post would be a good one for anyone anxious to learn Matron's work thoroughly. Salary £35 Res.—No. 679.

MATRON for Boys' College in London. Experience essential. Salary £30 Res.—No. 685.

MUSIC AND ART MISTRESSES.

MUSIC MISTRESS for small Private Boarding School in the South-East, to teach Piano, Violin, and Class Singing. Solo Singing and Games a recommendation. Salary £35 to £40 Res.—No. 523.

MUSIC MISTRESS for Private Day and Boarding School in South Africa, to teach Piano and Violin. Salary £90 Res.—No. 536.

MISTRESS for Boys' Preparatory School on the South Coast, to teach Music and Drawing. German a recommendation. Salary £35 Res.—No. 545.

JUNIOR MISTRESS for Mixed School in the West Midlands, to teach Art and some General Form subjects, and to join in the Games. Music a recommendation. Salary £75 Non-res.—No. 578.

MUSIC AND ART MISTRESSES—continued.

MISTRESS for High School in the North, to teach Drawing on the Royal Drawing Society Lines, Modern Geography and Sewing. Salary £100 to £110 Non-res.—No. 599.

MISTRESS for good-class School within easy reach of London, to teach advanced Drawing and Painting (Ablett and South Kensington) and advanced Botany to Senior Cambridge Standard. Recommendation to offer Junior English. Salary £40 Res.—No. 630.

MISTRESS for high-class Boarding School near London, to teach Music, some Elementary English, and to assist in coaching the Games. Experience and member of the Church of England essential. Salary according to qualifications and experience.—No. 678.

DOMESTIC SCIENCE MISTRESSES.

DOMESTIC SCIENCE MISTRESS for High School in the Midlands, to teach Cookery, Laundry, and Housewifery. Salary according to qualifications and experience.—No. 530.

MISTRESS for Girls' Training School in London, to teach Cookery, Laundry, and Housewifery. Salary £35 Res., rising.—No. 557.

DOMESTIC SCIENCE MISTRESS for Mixed Secondary School in the East, to teach Cookery and Needlework, also to take some general work in the Lowest Form. Salary £80 non-res.—No. 569.

FOREIGN MISTRESSES.

GERMAN MISTRESS for Girls' College in the South-West, to teach German. Experience essential. Salary £30 Res.—No. 604.

FRENCH MISTRESS for high-class Boarding School near London, to teach French. Experience essential. Salary according to qualifications and experience.—No. 671.

GERMAN MISTRESS for high-class School near London, to teach German and Music. Experience essential. Salary £80 to £100 Res.—No. 619.

MODERN LANGUAGE MISTRESSES.

MODERN LANGUAGE MISTRESS for Church of England School near London, to teach good French and German. Experience essential. Salary £50 Res.—No. 641.

MODERN LANGUAGE MISTRESS for Girls' College in the South-West. Experience and member of the Church of England essential. Salary according to qualifications and experience.—No. 656.

ASSISTANT MISTRESS for good-class School in the North, to teach French, German, and Mathematics, the latter up to the Senior Cambridge Standard. Experience essential. Salary £40 Res.—No. 682.

STUDENT TEACHERS and PRIVATE GOVERNESSES. MESSRS. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

THE JOINT AGENCY FOR WOMEN TEACHERS.

74 GOWER STREET, LONDON, W.C.

Registrar: - Miss ALICE M. FOUNTAIN.

Teachers seeking Posts in Public and Private Schools and Training Colleges

for the Summer Term or for September should apply at once to the Registrar. **Governesses seeking Private Posts** are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

MATHEMATICS and SCIENCE POSTS.

Physics and Mathematics Mistress for Secondary School in Midlands. Degree and experience essential. Salary £120 non-resident. JA 9529

Mathematics Mistress for High School in Sussex. Cambridge Tripos or London Degree preferred. Experience desirable. Salary £115 to £125 non-resident. JA 9579

Junior Science Mistress with Degree for Girls' Secondary School on the South Coast. Botany essential. Salary £100 non-resident. JA 9647

Science Mistress for High School in Cambridgeshire. Botany and Geography needed. Salary £110 to £120 non-resident. JA 9654

Science Mistress for High School in co. Durham. Physics, Chemistry and Geography needed. Games. Class singing desirable. Degree and training. Salary from £110, rising to £140, non-resident. JA 9671

Mathematics Mistress for High School in Scotland. Advanced Mathematics and some elementary Physics needed. Degree and training or experience. Salary £125 to £145 non-resident. Vacant September. JA 9683

Mathematics Mistress for High School in North of England. Cambridge Tripos preferred. Salary £110 to £125 non-resident. Vacant September. JA 9686

GEOGRAPHY POSTS.

Geography Mistress for Public School in Buckinghamshire. Some Mathematics and Science desirable. JA 9674

Geography Mistress for High School in the North of England. Some second subject needed. Salary £110 to £125 non-resident. Vacant September. JA 9688

CLASSICAL POSTS.

A Mistress for London Secondary School for Summer term only to teach Classics and English. Degree and training or experience essential. Salary £40 non-resident for the term. JA 9667

Third Form Mistress for Girls' Grammar School in Herts. Classical Degree. Training desirable. Salary £90 and rooms. JA 9669

Classical Mistress for High School in the North of England. Good second subject needed, French, German, or Mathematics. Salary £110 to £125 non-resident. Vacant September. JA 9687

MODERN LANGUAGES POSTS.

Modern Languages Mistress for School under Sisters in Sussex. French and German needed, and if possible Drawing and Painting. Churchwoman. Salary £60 resident. JA 9581

Assistant Mistress for Mixed School in Derbyshire. French, elementary German and a little English needed. Salary £50 to £70 resident. JA 9604

French Mistress for Boarding School on South Coast. Suitable for Frenchwoman with good experience in English Schools, or for English woman who has Oxford or Cambridge Honours. Salary £81 resident. Vacant September. JA 9609

HISTORY POSTS.

History Mistress for High-class Private School in Surrey. Degree and good experience essential. Churchwoman preferred. Salary £100 to £120 resident. Vacant Easter or September. JA 9658

Good Junior Mistress for London Secondary School. History and Geography, and Drill desirable. Salary £40 non-resident for the Summer Term only. Post may become permanent. JA 9661

ENGLISH POSTS.

Head Mistress for School under Sisters in Sussex. Degree essential. Age about 35. High Churchwoman. Salary £160 non-resident, possibly more. JA 9423

Assistant Mistress for good Junior English and Elementary Mathematics. Large Boarding School on South Coast. London Degree. Salary £70 resident. Vacant September. JA 9570

Assistant Mistress for Surrey County School, to teach English, Elementary Mathematics, and if possible some French. Salary for a graduate £110 non-resident, rising to £200. JA 9633

Form Mistress to teach good English. Degree and experience essential. Public School in London. Salary from £120 non-resident. Vacant September. JA 9638

Assistant Mistress for High School in Cambridgeshire to teach English and a little Latin. Salary £110 non-resident. JA 9653

Assistant Mistress for London Secondary School for Summer Term only to teach English or French and Mathematics and to take charge of a Junior Form. Degree or training or experience essential. Salary £40 for the term. JA 9668

JUNIOR and KINDERGARTEN POSTS.

First Form or Junior Mistress for High School in Devonshire. Geography and Elementary French. Vacant September. JA 9450

Kindergarten Mistress for High School in the Midlands. Junior Drawing wanted. Resident post. JA 9543

Kindergarten and Transition Mistress for Private School in Middlesex. Hygiene, Class Singing and Gymnastics desirable. Salary £50 resident. JA 9592

Kindergarten Mistress, experienced, for Girls' Modern School in Yorkshire. Salary £110 non-resident. JA 9594

GENERAL POSTS.

Mistress for a high-class Private School in Lancashire to teach Geography and some of the following subjects:—Mathematics, Science, Needlework, Violin, German, Elocution, Churchwoman essential. Salary £40 to £60 resident. JA 9426

Mistress for a small, high-class Private School in Hertfordshire to teach Mathematics (Algebra and Geometry) Elementary Latin, and, if possible, Science and Geography. Age about 26. Salary £70 resident. JA 9618

Trained Mistress for high-class Private School on the South Coast for Lowest Form (ages 10 to 13). Subjects:—Botany, History, Arithmetic. Age preferred 23 to 25. Salary £50 to £60 resident. JA 9631

GENERAL POSTS—(continued).

Mistress for Private School in Somerset, to teach English, French, Mathematics; if possible, Drawing and Botany. Churchwoman preferred. Salary £50 resident. JA 9655

Mistress for Church of England School in Yorkshire, to teach French, some Latin, and to take part in Games. Degree. Salary £50 to £55 resident. September. JA 9675

Mistress for Private School in Westmoreland, to teach French, Latin, Mathematics. Botany. Degree wanted. Salary about £50 res. JA 9681

Mistress for high-class Private School in Hertfordshire, to teach good Arithmetic and Elementary Mathematics, and some Geography and Nature Study. Good salary, resident. JA 9682

ART, GYMNASICS, and MUSIC POSTS.

Art and Botany Mistress for Private School in Hertfordshire. Botany to Senior Cambridge Standard. Vacant Easter or Sept. JA 9632

Art Mistress for High School in Lincolnshire to teach Drawing, Painting, Art Needlework, Clay Modelling, Brushwork, if possible Junior English and Piano. Experience and good qualifications essential. Salary £75 resident. Vacant September. JA 9436

Art Mistress for School in Pietermaritzburg. Subjects: Drawing (Ablett), Painting, Art Embroidery, and Needlework. Initial Salary £90 resident, rising to £120. Passage out paid. JA 9666

Junior Music Mistress (Visiting) for Piano and Violin in Public School in London. 19s. a term each pupil. JA 9641

Gymnastics Mistress trained on Swedish System, for Girls' County School in S. Wales. Some School subjects wanted. Salary about £90 non-resident. JA 9676

Gymnastic, Games and Dancing Mistress for Private School in West of England. Salary about £50 to £60. JA 9690

COLONIAL POSTS.

Head Mistress for Private School in Sydney. About 100 pupils in School, 30 to 40 of whom are boarders. To sail in July. Salary £400 resident. JA 9483

Mistress for a School in Swaziland to teach Mathematics to Inter. Standard, and French or Drawing. Training or experience needed. Churchwoman. Salary £80 res. Vacant Sept. JA 9524

Assistant Mistress for small School in Buenos Aires. Subjects: Science, Mathematics, Geography, Junior English, Games. Initial Salary \$100 a month resident, rising to \$120. Passage paid 3 years' agreement. JA 9619

Modern Languages Mistress for Private School in New Zealand (South Island). Subjects: French and German. Residence abroad essential. Post suitable for Englishwoman or Frenchwoman. Salary from £100 resident. JA 9593

Music Mistress for School in Pietermaritzburg. Subjects: Singing, and Piano (Matthay Method) or Rhythmic Classes. L.R.A.M. or A.R.C.M. qualification in Singing wanted. Initial Salary £90 res., rising to £120. Pass. out paid. JA 9600

The Regulations of the Agency will be forwarded at once on application. No Registration Fee is charged to Members of the following Societies:—

The Teachers' Guild,

Association of Assistant Mistresses,

The College of Preceptors;

and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

TO ASSISTANT MISTRESSES.

EASTER AND SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. nearly 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., Invite Immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH AND GENERAL VACANCIES.

India.—Graduate to serve in the triple capacity of a Governess to a girl of 6, Companion to the mother, and Secretary to the father. One experienced in Kindergarten methods if possible. Musical, Games; should also, if possible, be well read in Sociology and Economics. Salary about £200 and rooms, but not board. Engagement for 1 year at first. Passage out paid.—No. 784.

Assistant Mistress to take History for Senior Locals, Lower English, Elementary Nature Study, Needlework, and Drill. Graduate looked for. Dual School. Initial salary £100 non-res.—No. 795.

Graduate for good Latin; other subjects such as English and Arithmetic desirable. To act as Third Form Mistress. Salary £90 with rooms, but not board. Secondary School.—No. 813.

Mistress to take Mathematics to Junior Oxford Standard, Scripture and English. Experienced. Graduate (London preferred). Churchwoman. Fair salary resident, not less than £60. Important School in London.—No. 820.

Senior Mistress for School in Scotland. Good Mathematics, Latin, History, English, some German and French if possible. Modern Geography. Must hold good Certificates or Degree. Fair salary resident.—No. 740.

Mistress for good Music, Games, and Elementary English. Experienced. First-class School near London. Good salary resident.—No. 843.

Head Teacher able to take Mathematics, French, Drawing, sound English, and Needlework. Church of England essential. Experienced. Salary £50 resident.—No. 789.

Assistant Mistress to teach Latin, Mathematics, and assist with French. Experienced. Age over 25. Churchwoman. Salary £50 resident.—No. 791.

Junior Mistress for Grammar School. General Junior Form work, Geography, and Drawing. Salary £75 non-resident.—No. 847.

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Senior English Mistress for good general subjects. Fluent French a recommendation. Age preferred, about 30. High-class school. Salary £50 resident.—No. 804.

Graduate with special qualifications for teaching Latin, English or some other subject desirable. Experienced in Secondary School preferred. Games. Fair salary non-resident.—No. 798.

Mistress for French, Latin, Botany, and Mathematics up to Senior Cambridge standard. Graduate preferred. Nonconformist. Salary about £50 resident.—No. 790.

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Mistress to take thorough English and Scripture principally. First-class school in London. Fair salary resident.—No. 751.

Assistant Mistress for French and Modern Geography. One who has resided abroad preferred. Must hold good Certificates or Degree. Salary about £50 resident. Large school.—No. 736.

Mistress to take English in preparatory Form and Drawing throughout the School. Music or Singing a recommendation. Fair salary resident. Good School near London.—No. 833.

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Graduate to take Botany principally. Also to take some form work and Needlework. Salary from £90 to £150, according to qualifications, &c. Secondary School.—No. 783.

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T. GROVES,

Education Department, Secretary.
Town Hall, Leicester.
23rd March, 1914.

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CAMBRIDGESHIRE

EDUCATION COMMITTEE.

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AUSTIN KEEN, M.A.,

County Hall, Education Secretary.
Cambridge.

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Candidates are specially requested not to call upon members of the Board.

A. C. DRUMMOND,
The Merchants' Hall, Secretary.
Edinburgh.
26th March, 1914.

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Modern Language Mistress after Easter for co-educational School in the Midlands, to teach French and elementary German. Some higher certificate essential. Residence abroad preferred. Res. £60 to £70.—A 41062.

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Science and Mathematical Mistress in September for high-class Private School in Canada. Good qualifications. Non-res. £140 to £150 and passage.—A 40991.

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THE CULTIVATION AND USE OF THE IMAGINATION.*

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THERE is no charge that has more often been brought against us as a nation than the charge of want of imagination. I will not stop now to consider how much truth there is in the accusation; but the fact that it is made illustrates the general recognition that a nation deficient in imagination is lacking in one of the elements of true greatness. Now if this is true, then the question of how to develop imagination as part of our system of education becomes of vital importance. But first of all, what is imagination? It is the exercise of the creative faculty of the mind. All our knowledge of the world comes through the two faculties of perception and imagination—what the mind sees and what it creates. But what is the relation between these faculties? The question brings us to Coleridge's distinction between imagination and fancy. If the creative faculty of the mind becomes separated from the faculty of perception, then we live in two unrelated worlds—the world of things that we perceive and the world of fantasy that we create. This kind of imagination—the faculty that gives to airy nothings a local habitation and a name—Coleridge calls fancy, keeping the name imagination for the nobler faculty that exercises itself on real things. Read the preface to the "Lyrical Ballads" if you want to see what all this means. To the unimaginative man the romantic means the unreal; to the imaginative man the unromantic means simply the unrealized. Remember Wordsworth's Peter Bell:—

A primrose by the river's brim
A yellow primrose was to him,
And it was nothing more.

Well, that is a view with which Peter Bell's donkey would thoroughly sympathize. You can't even eat primroses. But what is a primrose to the man who has learnt to use his imagination? It is a sacramental expression of all the life of the universe. All the mystery of the spring, all the hope of the summer, all the memories of unforgotten days, all the patter of the rain on the dead leaves in the woods, and the love song of a thousand birds, all the hopes that the winter cannot slay, all the sense of the new beginning of things—it means all that, and more. And what makes it mean all that? Only the power of imagination.

So now we can see what imagination means—it is the faculty that realizes the infinite significance of ordinary things; that sees the particular as a revelation of the general, the finite as a segment of the infinite. Like all the faculties of our nature, imagination requires educating. As Goethe says, "Nothing is more frightful than imagination without taste." And the education of imagination means, first the development of the faculty, and secondly, the right disciplining of the faculty when it has been called into exercise.

But here I must meet the charge that imagination is an intellectual luxury, a pleasant exercise for the leisure moments of life. This is a very common idea, but it is profoundly untrue. I am confident that half the social wrongs of modern life arise simply from inadequately developed imagination. The child who treats animals unkindly; the nobleman who allows the peasantry on his estates to huddle in tumbledown cottages; the lady who is glad that hooks and eyes are so cheap, or wears egrets because they are fashionable; the clergyman (for I will not spare myself) who preaches the duty of contentment to the poor, are really suffering from lack of imagination. They have never seen what these things mean; never turned the searchlight on them. So I believe that imagination, rightly directed, would be the mightiest agent of social reform ever called into activity. For economics can only tell us what the world is; imagination tells us what it might be.

I say this to explain that in urging the cultivation of the imagination I am not urging that children's minds should be

* An address to teachers, given at West Ham and at Croydon.

directed from effective doing to impracticable dreaming. Dreams are the reward for noble effort that God gives to the old, but visions are the stimulus to noble effort that God gives to the young.

Children vary very much in imaginative power, but imagination is certainly a normal faculty of childhood. It shows itself in various ways; among others, in a habit of romancing that it seems harsh to call lying. I should draw a rather strong distinction between an untruth told to gain some advantage or avert some unpleasantness and an untruth told from a kind of perverted imagination; for things of the mind are often very nearly objective realities to children. We must check the habit, but we can do it best by showing our children that real things are just as full of romance as mere fancies.

I suppose that the human mind starts with its imaginative power more strongly developed than its perceptive power. So the earliest thing that we have to learn is the reality of things. The dream-world is just as real to the little child as the world of so-called realities. But gradually the external world asserts itself, and as it does so one of two things happens—either the faculty of imagination is stifled and dulled, or, under the wise guidance of skilful teaching, it turns to the world of external things and finds its true place there. In Browning's phrase, we mix our live souls with the inert stuff, and under the shaping spirit of imagination we see the world as it truly is because we see it imaginatively.

It is sometimes supposed that imagination, like long hair and velvet coats, belongs to the artistic temperament. As a matter of fact, the special danger of the artistic temperament is not an excess of imagination, but imagination divorced from reality, and wasting itself with shams and illusions.

Consider three departments of human life—politics, science, and history, and notice the part that imagination plays in each. Take, first, political life. Can you not see that the whole difference between a statesman and a mere administrator lies exactly in this faculty of imagination. Remember what I said just now, that imagination is the faculty that can see the particular as a revelation of the general. Is that not exactly what a statesman has to do? He is immersed in a mass of detail—the moment's expedient to meet the moment's need—and unless he can see all these details against the background of the larger whole, the far-off divine event to which they are moving—unless he can do this, he can neither lead nor inspire. How do you think that any man can lead the life of a great city unless he has, by the power of imagination, seen some ideal of whither he means to lead? Take imagination out of foreign policy, and it is nothing but a mean scramble, like the obscene battles of vultures among the corpses of a battle-field. Take imagination out of national education, and what is left but the tedium of infinite detail and unromantic drudgery?

And this is equally true of the ordinary elector. Where there is no vision, the people perish. People often say that they cannot understand why women should want the vote; for their part they would just as soon not have it. Yes, to Peter Bell a primrose is a primrose; to John Smith, of Acacia Villas, a vote is a vote. Poor Peter Bell! poor John Smith!

Then, again, think of modern science. Wherein lies the greatness of a Newton, a Darwin, a Kelvin? In capacity for patient research? Yes, that certainly, but something more. The great discoveries of science are triumphs of research, but first of all they are triumphs of imagination. It is imagination that sees the particular incident or organ as the symbol of a general law; that makes the daring guess that none has dared to make before; that propounds the hypothesis that changes human thought. I tell you, the poetry of the nineteenth century is written in its books of science not less than in its books of verse.

Or, again, shall I take you to the historian? Rob him of his imagination, and you have shorn away the locks that were the secret of his strength. He cannot make the past live again; he cannot see the present as the beginning of the future. He may be a laborious chronicler, an unscrupulous partisan, a glorified journalist, but he cannot be a historian.

So at last we reach the teacher. What does he want with

imagination? I say that no one needs it more—I had almost said that no one needs it so much. For the work of a teacher is a mass of detail that grows dull through constant repetition. It is not as though he could carry his scholars on year by year into deeper knowledge. He is always beginning again, climbing the same paltry hillocks, padding the same dusty roads. There are only two alternatives before the elementary-school teacher—he must become an idealist or a drudge. And an idealist means a man whose outlook is coloured by imagination.

The question is sometimes asked why in this country the office of a teacher does not receive more respect in general public estimation. May I dare to give you the answer? The public do not estimate your work highly enough, because you do not rank it high enough yourselves. And that simply means that we teachers are deficient in imagination. And to lack imagination is to lack the joy of service, for it means that we do not see our own little bit of work as part of a great whole—may I dare to say, as part of the Divine activity of service?

Perhaps I have said enough about the value of imagination in the personal life of the teacher. Turn now to the work of teaching. What is it that makes a man a great teacher? Knowledge, of course; but a man may be a walking encyclopædia and yet be utterly unable to teach. It is imagination that transforms dead facts into living things. Sometimes it has fallen to my unhappy lot to happen upon a class engaged in the ghastly task of memorizing English verse; and I have ceased to wonder that the British people, which has produced some of the greatest poetry in the world, is, for the most part, frankly indifferent to its own treasures. Yet think of what such a poem as Wordsworth's "Sonnet on Westminster Bridge" might be if it came to our children through the medium of imagination.

Dear God, the very houses seem asleep,
And all that mighty heart is lying still.

Then think of Nature study, of a pinch of earth seen through a microscope, of the infinite variety that has not made two blades of grass alike. Think of our London sparrows. "Not one of them falleth to the ground without our Father's knowledge." Think of what you can teach from a feather, a lump of coal, a handful of seed. I would say to all teachers, leave your textbooks at home and bring your imagination to school.

And then think of history. I want to start a society for the abolition of Readers, though I believe that they are dying a natural death without that. Why do our children crowd our kine-matograph halls? Because they love moving pictures; that is, because they love living things. Well, give them moving pictures. Help them to make them for themselves. Take them a little into the byways of history. Let them be monks for half an hour in a medieval monastery, or warriors in a medieval crusade. Let them sail with Drake to the west or ride with Pym to Parliament. Let them see history as a pageant that has a meaning behind it.

All this will help to develop the imagination, but the harder task remains of training it. Remember again Goethe's words, "Nothing is more frightful than imagination without taste." For imagination may light up things holy and pure and of good report, or it may light up things unholy and impure and of evil report. Among the saddest things in the world are the examples of moral shipwreck of men whose course has been lighted by high imagination. Remember Ruskin's words, "Take the love of beauty and power of imagination, which are the source of every true achievement in art; let the devil touch them with sensuality, and they are stronger than the sword or the flame to blast the cities where they were born into ruin without hope."

The current ideals of our national life are materialistic; and because they are materialistic they are inadequate. They do not go deep enough into the central facts of human life. They leave the great question unanswered, "What shall it profit a man if he gain the whole world and lose his own soul?" If you want to see statesmanship set on fire by imagination you must study the Hebrew prophets—above all the prophets of

the exile. With what splendid faith they looked beyond the disillusionment, and saw how "the ransomed of the Lord shall return and come to Zion, with songs and everlasting joy upon their heads." So imagination kindled hope, and hope brought fulfilment, and the life of the nation was saved.

There is a certain class of mind that delights to sneer at Utopias, but without them the best work of the world would remain undone. For in that greatest of all arts—the art of living—we must follow the true rule of all art; we must

Image the whole, then execute the parts,
Fancy the fabric
Quite, ere you build, ere steel strike fire from quartz,
Ere mortar dab brick.

How can we teach the imagination of our children to create ideals? My answer is that there is only one way, and that is by having them ourselves. If our own outlook on the future is untouched with idealism, if our own attitude towards great political questions is moulded only by the influence of self-interest and tradition, how, in such an atmosphere, can we hope to train our children in that exercise of imagination which is, or should be, "the masterlight of all our seeing"?—

Better it were, thou sayest, to consent,
Feast while we may, and live ere life be spent,
Close up clear eyes, and call the unstable sure,
The unlovely lovely, and the filthy pure;
In self-belyings, self-deceivings roll;
And lose in Action, Passion, Talk, the soul.

Nay, better far to mark off thus much air,
And call it heaven; place bliss and glory there;
Fix perfect homes in the unsubstantial sky,
And say, what is not will be by and by;
What here exists not must exist elsewhere.
But play no tricks upon thy soul, O man!
Let fact be fact, and life the thing it can.

There is a needful warning in that last line. We must reckon with facts. If once the ideal and the actual get out of relation with each other, all the bells of life are jangled and out of tune. Shakespeare has given us a supreme example of this in "Hamlet." It is this that makes cynicism so poisonous and pestilential a thing. Out of an atmosphere poisoned with cynicism idealism will fade altogether or remain only as a disturbing influence destroying the practical effectiveness of life. Hamlet is a man of high imagination, whose ideals have been shattered in that very home life where they ought to find a safe refuge. Let us learn the lesson: every harsh judgment lightly given, every smart cynicism carelessly spoken, in the hearing of our children, helps to destroy the foundation on which imagination can build. For fancy may build her castles in the air, and forget next day that she ever built them at all, but imagination "looks for a city that hath foundations, whose builder and maker is God."

I mentioned Hamlet just now as an illustration of a man whose life was wrecked because his imagination was wrenched out of relation with reality. I might quote Browning's "Sordello" as another study of a similar danger. And I only mention "Sordello," which is much too complex a study to analyse now, in order to remind you of Browning's solution of the problem. He undertakes to speak for Sordello, and what he sets forth as the poet's "utter need" is the right understanding of the Incarnation. Why? Because the story of the Incarnation is the supreme example of imagination in touch with reality. The reality is a human life lived under human limitations and among human associations. But that life evoked in those who knew it a power of imagination under the interpreting influence of which it expanded, and opened out, and grew infinite in its significance, and touched the Divine and became one with the Divine. For, at its highest, imagination means the power of seeing things as God sees them, interpreting the temporal from the standpoint of the Infinite. And, therefore, imagination becomes inspiration, and is like the ladder of Jacob's dream, set up on the earth and the top of it reached to heaven.

Schemes of education will be of value exactly in proportion to the degree in which they evoke and train the three great

faculties of our nature—the faculty of Memory, by which we enter into the inheritance of the past; the faculty of Observation, by which we enter into the inheritance of the present; and the faculty of Imagination, by which we enter into the inheritance of the future.

If you can thus train and discipline the imagination of your children, you will be furnishing them with a valuable equipment for the work of life. For imagination is the secret of true craftsmanship. Imagination is the enemy of bad work, because it sees the particular as part of the general, the brick as part of the building, the rivet as part of the Dreadnought. It sees the infinite significance of little things—the one loose nut that wrecks the motor-car, the one white lie that wrecks the life.

And imagination is the secret of true citizenship: and how much of your work is in the training of citizens. The ugliness and meanness of much in modern England would be intolerable to a generation trained in the faculty of imagination. Imagination is the parent of discontent, not the aimless discontent that is only eager to destroy, but the wise and patient discontent that is always building up. And imagination is a necessary element in all true religion. For imagination means the realization of the unseen. And it is very hard to realize the unseen under the conditions of modern life. The products of human activity fill the foreground of modern life, and the spiritual background is hidden. Yet Romance is not dead. Touch the things around you with the magic wand of imagination and they become transparent. We look not only at them, but through them.

I have said much about the use of the imagination. But if we are to develop and train the imagination of our children, we must first develop and train our own. So we come to the cultivation of the imagination.

The first thing to say is that we must feed ourselves if we are to feed others. The teacher who makes himself a mere conduit-pipe through which information flows to his class is guilty of a kind of imaginative suicide. I think it is the first principle of teaching that we must read something that we shall not have to teach. The best kind of fiction is a valuable training of the imagination. No historical teacher can afford to neglect the best historical novels. It does not much matter whether the facts are right so long as the atmosphere is right.

All good fiction helps to train the imagination. But, remember, it must be good fiction. You cannot train your power of musical perception by setting an enormous gramophone to roar comic songs into your ears; you cannot develop your sense of color by papering your wall with red and yellow stripes. The objection to much modern fiction is that it does not train the imagination, but crushes it. It glares, and roars, and shrieks. You cannot train your imagination on the works of Marie Corelli or Hall Caine. Such writers do not give your imagination a chance. Among modern novelists, I should say that Meredith provides the best training for the imagination; and next to Meredith, George Eliot. And among quite modern writers Arnold Bennett occurs to me as a novelist who tries to help, rather than to overwhelm, the imagination of his readers.

Then I would say, have a hobby of some kind that will help to keep your imagination at work. Buy a second-hand telescope, and study the stars. I suppose no one who has seen Saturn for the first time through a moderately high-power telescope will ever forget the experience. It suddenly makes the universe real. Or buy a microscope, and study the dust. Remember Tennyson's lines about

The million millionth of a grain
That, ever vanishing, never vanishes.

Or, if you are a head teacher, and therefore rich beyond the dreams of avarice, buy a vacuum tube, and rig up an electric apparatus, and experiment with rays. In a word, let your hobby be something that takes you into a new world of wonder. You will be a better teacher next day.

Then about poetry. A book like Prof. Raleigh's "Wordsworth," or Mr. Chesterton's "Browning," or Stopford Brooke's

"Tennyson," or Mr. Glover's "Virgil," or Dean Church's "Spenser," will help you to approach the great poetry of the world in the right way. And there are few things in which we need help more than in the study of poetry. A love for poetry has no commercial value, but it is very good for the soul.

There are many grounds on which the reading of the Bible ought to be encouraged, and on the deeper grounds I will not enter here. But, apart from all else, the Bible contains some of the finest poetry in the world. How much of Ruskin's power of imagination was due to the fact that he used to read the Bible through from Genesis to Revelation with his mother. I wonder whether you all know the "Modern Reader's Bible," published a few years ago under the editorship of Dr. Moulton. Each book or group of books is published in a separate volume, and printed in a form that brings out the structure with new significance. To read the Minor Prophets, for example, in Dr. Moulton's volume will give you quite a new idea of their literary character.

That much abused word, "culture," really expresses what I mean by the development of the imagination. A teacher who is not a cultured man or woman has no right to be a teacher at all, any more than a man whose garden is a wilderness of weeds has any right to set up as a horticultural expert. But culture does not mean the ability to talk learnedly about artistic values and tones and the technique of art and literature; it means the ability to see, by the power of imagination, the infinite significance of ordinary things. The cultured man is the man to whom nothing is common or unclean. He is not always a contented man, for he has a high ideal of what his work ought to be; but he is always a happy man, because he has the philosopher's stone that can turn the dust of common life into the gold of inner realization.

What we all need is to learn how to face our special task in life with courage and hope. Imagination simply means the power of seeing our work as God sees it; not as a mere unrelated fragment of effort, but as part of a great whole—one note in a great orchestra, one stone in a great building, one grain in a great sowing, whereof the harvest is not yet.

MONS VIRTUS: AN ALLEGORY.

T IRED and weary with the day's work I sat by my lonely fireside and watched the play of light and shadow on the darkening walls of my room. And as I sat and gazed, the dreary darkness seemed gradually to give place to a strange and wonderful scene, the contemplation of which soon occupied my whole attention. Instead of my own little school affairs filling my mind, I was watching with ever-growing interest a very different picture. I seemed to be looking down from a vast height upon an entirely strange country. Stretched out before me was an immense and hilly district whose lower valleys were but dimly to be seen through the haze which enshrouded them; here and there a higher point stood out against the sky-line, and I saw that most of the summits rose in needle-like peaks separated from each other by valleys whose depths I could only guess. All these peaks, however, were dwarfed by one great mountain mass that towered like some huge giant in the very midst of them. Upon its mighty head rested a glorious light, so that notwithstanding the distance I could see all that was happening there. A countless number of men were gathered together, and not till I realized the greatness of the crowd was I able to form an accurate idea of the vastness of the view before me. But the strangest thing of all was the magic effect of that glorious light upon my powers of vision. When I looked again to the lower slopes and the craggy peaks, I could see distinctly the details of each; stranger still, I had the power to see through the mists which hung over the valleys. Never had Alpine climber so clear a panorama before him; and as a feeling of exaltation rose in

my mind, I heard a voice saying, "Think not that the power is thine; it is but lent so that thou mayest tell thy brethren what thou art about to see. Look well and long, that the vision may rest in thy mind. Thou art but a servant privileged to see from above some glimpses into the Real." Whereupon all thought of pride left me, and I determined to use to the full the opportunities granted me. Some will say I dreamed, but some will have understanding to perceive the truth.

First I looked upon that which lay nearest to me. Toiling up the rocky ridges were many groups of boys who seemed to be guided by men who tried to lead them to the top of the little peak ahead. But now I saw that what had looked like a little peak was in reality no inconsiderable mountain, and the climbers seemed to find their task beyond their strength. Ever and anon one would fall behind, while some even turned round and began to descend the slope; in such cases the leader would call to them, take them by the hand, and encourage them to persevere; some of the leaders carried whips, with which they urged on the laggards; yet often the more they whipped, the less progress the climbers made. Sometimes I saw the whip produce a good result; I watched one young climber who sat down and declared he could go no farther; the whip just touched him, and soon he was the foremost in the band. And as I still looked I noticed that the way was often rough and stony, and the boys' feet were wearied and bruised by the toil of the climb. One such was in the band of him who had used the whip, but the leader approached him kindly and raised him to his feet; he even carried him over the roughest of the path, encouraged him with cheering words, pointing as he spoke to the peak in front, and then across to the great summit where glowed the wondrous light. When he first spoke the boy's face darkened, and he shook his head, but when the two looked to the distant mountain I saw the light gleam upon their faces, and then with a smile the boy addressed himself again to the climb. After that he was ever the nearest to the guide, and when the road again grew stony he stepped bravely on; though his steps still faltered, the glow from the distance was on his face; once I saw him take the hand of a comrade and help him onwards.

Ever there came fresh bands from the valleys to climb the peaks, and every peak was an object of attainment to some travellers. While I gazed wondering what the meaning of it all was, the voice again spoke, "From the upper heights thou seest the boys of the earth striving to reach the glory that rests on the summit of Mount Virtus, for thither does the ambition of boyhood tend. And forasmuch as the way is long and toilsome, guides are appointed who may help them on the journey. There are many paths over the lower ranges, and the tracks may easily be missed. But thou shalt see for thyself how the travellers prosper." With that he seemed to touch me, and straightway I became invisible to the eyes of men, and was conscious of one who stood by me in shining garb. The stranger led me far down towards the rugged and broken land of Youth, which lay among the valleys and hills that I had seen in the distance.

Soon we overtook a band of boys who were being led through the dry and stony plains that lay at the foot of the lofty peak of Mons Literatus, across whose slopes went one of the most frequented of the routes to Virtus. I learned that the leader of this band had in his early days achieved great reputation by the skill with which he had climbed the rugged path that went straight up this very peak, and hence he had been chosen as a fitting guide for the boys. But he had for so long a time been gazing on the rocks and crags of the peak that he had ceased to look across to the glorious light streaming in the distance. Thus his vision had grown dim, for unless the eyes were frequently directed to the distant light they lost the power of distant vision; a man thus afflicted could only see what lay immediately in front of him, and often confused the near with the distant. This poor guide actually believed that his little peak was the distant Virtus, and I heard him telling the boys how the gods had chosen it for their own dwelling-place. The road this band was following was very rough, and often some boy stumbled or fell. The guide tried

to cheer them on, but his voice had lost its power, so that few could hear what he said. Some of his boys lagged behind on the road, saying that the peak was inaccessible, and they were better off as they were; others struggled on, and I noticed that, when they came to the place where the road for Mount Virtus branched off, they all missed it and went after their leader to the top of the peak. Some of them looked happy to have achieved their goal, but others were sad, and asked where the light was which they were promised at the journey's end. A few became distraught, and though they sat on the very summit of Literatus they looked like those whom melancholy had claimed for her own. My companion told me that there was some excuse to be made for the guide's mistake. In earlier times nearly every traveller was forced to take this road if he wished to reach the distant glories of Virtus. Even now it was perhaps the safest of all the routes, though there was a strange fascination about the peak which affected many as it had the guide we had just met. The danger lay in the leader's weakness, not in the perils of the road itself.

Soon I had a proof of this truth, for at that moment another band came up the same path. I noticed, however, that, as often as this band gained a projecting crag whence the glory of Virtus was visible, its leader paused and pointed out to his boys the real end of their march, so that they resumed the way with clearer visions of the goal. When they reached the parting of the roads, most of the band branched off along the road to Virtus, but one or two who had been the most skilful began to scale the very steepest path to the summit of Mons Literatus. To my astonishment their leader made no demur, but parted from them with many a kindly farewell. My companion told me that for a few gifted youths there lay from the summit of every peak a difficult path to Virtus, but only those whose eyes had been often turned to the magic light had vision to discern it; even then they required the winged heels of Genius to tread it. Only the best and the bravest of the sons of men could traverse that airy path, but to them it was given that waft encouragement to such of their fellows as followed the humbler paths below. Plato had trodden it, blind Milton had crossed it, but most of those who attempted it had been beguiled to their destruction by the glittering pebbles which lay scattered on the way, little things of beauty that I had seen the lost leader pointing out for the admiration of his band, telling them that the light which gleamed on the polished stones was the light that shone on Virtus. Poor man, he had eyes to see the glitter of the trivial; he was blind to the glory of the distant and eternal.

Between some of the peaks, and up some of the loftier hills, stretched wide smooth grassy plains, and I saw that when a band of boys reached them they at once changed their travelling garb for white raiment. Faces which had been sad and gloomy on the rocky paths then shone with unusual animation. Cries of delight echoed on all sides. At times I caught glimpses of what appeared to be a kind of mimic warfare, but no one could think the opponents to be real foes. No guides were needed across these pleasant plains, though some well-meaning but foolish men tried even here to lead. But they only succeeded in taking a longer and duller path, and I saw that their boys moved on more quietly, and that the look of spontaneous happiness died from their faces. I heard that all these grassy plains had been laid out by the loving care of the Lord of the whole realm, and that across them lay some of the most direct roads to Virtus. Their only danger lay in the travellers being so delighted by the pleasure of their surroundings that they delayed therein too long.

I watched some bands thus delaying, and ever the clear light shone fainter and fainter upon them till at last I saw them trying to find the road they had lost, and falling out of my sight in the thick haze of the lower valleys. My companion assured me that every road to Virtus, even the grassy plains, sloped upwards. When I asked how these plains were called, I learned that they had many names; of some of the most delightful no man could pronounce the name, though the lips of boyhood could easily utter them. And I noticed that among the grass of these plains there grew flowers of purest white, which the boys loved to gather, carrying them with them as

they turned once more to the steeper paths. And when the road was very hard they would look upon the little flower and gain courage as they thought of the other grassy plains that lay beyond the rocky path.

I next visited another mountain connected by a great causeway with that on which we had just been. Some called it a separate height, others maintained that the two rose from a common base. Up its smooth shoulders countless paths were trodden by the many travellers who chose this way for their journey. It was the huge and famous peak of Science—so huge that no man had yet learned all its hidden ways. The boys chose it because of the glamour that ever surrounds the unknown. Its higher crags rose as if deriding the puny attempts made by the travellers to scale them. On this mountain the guides suffered from a strange delusion. Some of them argued that since the summit of Virtus had never been trodden by mortal feet, and since no man had ever reached the top of Mount Science, therefore Mount Science was the true Mount Virtus. Moreover they pointed to the halo of light that always rested on the mountain as another argument in their favour, but they were told that the halo was but the reflection of a distant light, and that the peak only shone with borrowed glory.

We left them to their disputations, and drew near to a band of boys moving rapidly forward under the guidance of one who seemed familiar with his road. And I noticed that, whereas in many bands the faces of the boys were often dull and sad, here every face was bright with the happy light of boyhood. Certainly the pleasant fields of Experiment at the base of this hill were much more attractive than the stony plains that we had seen at the foot of Mons Literatus. More brightly shone the distant light on them, and often the boys' glances wandered from the soft turf at their feet to the brightness of the sky above. Yet here, too, it was possible for the travellers to lose the road. Those whose gaze became fixed on the attractions of the peak itself, and who did not perceive that all this glory was but borrowed, sooner or later went astray. It was on this mountain in particular that my attention was attracted by men who passed rapidly from band to band, asking questions of the boys and leaders, and sometimes directing them as to the best road. These were the patrols, men organized by the authorities to ensure the safe guidance of the bands. Unfortunately, although some of these patrols gave valuable help, many of them had been chosen rather for their knowledge of a particular peak and the skill they had themselves shown in climbing it than for any very distinct acquaintance with the entire road to Virtus; hence their local knowledge often delayed the real progress of the travellers. Moreover, they knew little of the difficulties that the boys encountered, and were too often impatient with the leaders who had studied more fully and sympathetically the ways of boyhood. I saw one patrol join a band led by an old leader, and complain because the boys were not nearer to the summit. The old man mildly asked him if he had ever led a band thither. The patrol answered sharply that he had climbed the path himself, and knew it well, but that he now only condescended to help the leaders. Patrols were few, and to be respected; leaders were many, and too often ignorant. But the old man endured this insult patiently, though I saw that he looked across to Virtus, and a bright ray of the distant light shone on his gray hairs and enwrapped his face in a golden halo. He turned again to his boys, and I heard him murmur to himself something about the wisdom of men being foolishness elsewhere, but I could scarce hear the words, so softly were they spoken. And then I saw that he still led his band along the same road, ever pointing out the glorious light of Virtus, so that, as they looked, the boys seemed to catch upon their faces something of the glory that shone on his, and I thought to myself that surely no leader was more successful in his work than he.

But even as I thought, there approached another patrol who handed to the old man a letter ordering him to leave his band, which the authorities had declared him to be no longer capable of guiding aright. For a moment the old guide looked sad, he bowed his head, and when I again saw his face it was

as that of an angel. He bade a loving farewell to his boys, uttered softly the one word "Finis," looked once again with unspeakable affection upon the boys, then turned swiftly and disappeared. When I again beheld him, he was far away upon the slopes of Virtus itself. And as he drew nearer and nearer, methought there came those who met him with rejoicing, and they all passed into the dazzling glory till I lost them from my sight. And then I knew that there was a road unseen to me but evidently known to the old man, by which he had attained his final goal; nor could I help regretting that he had not been allowed longer to teach that pathway to his boys. I saw them also once more; moving more swiftly up the steep path to the top of Mount Science, they no longer had time to look across to the glory of Virtus, and then I understood for the first time what the old man had meant when he had spoken of wisdom being foolishness. But even as I thought thus to myself, I saw one or two of the band had so got into the habit of looking towards Virtus that now they did so on their own account, and I knew that the old man's labours had not been in vain.

My companion took me to many other peaks. We saw everywhere the bands of boys, and I learnt much more than I can weary you with relating. We visited Mons Mathematicus, which few bands could altogether avoid, but its slopes were very steep and its paths stony, so that the boys moved sadly and slowly, and the leaders' whips were often in use. My guide told me that the higher paths on this mountain were more attractive, but that few boys ever climbed high enough to be conscious of the austere beauty that characterized the summit. Then we went to the twin peaks which lay near Mons Literatus, and which many now chose instead of following the older track. I learnt that they were called Mons Gallicus and Mons Germanicus. On these peaks the patrols were specially busy, and they seemed to be received by the leaders with a more real welcome than on other peaks. I could not but note on these peaks a strange feature that characterized many bands. Instead of the band moving along the path in silence as elsewhere, a sound of voices was often heard, and I learned that many leaders encouraged their boys to beguile the tedium of the way by repeating or singing a poem recently composed. When I drew near enough to catch the words, I could hear that it was the "Lay of the Direct Method." It certainly enlivened the march, but one old leader said that the breath thus wasted should have been saved for the labour of the ascent. I cannot tell, for there seemed to be much difference of opinion on the matter.

But I must not omit mention of one strange thing. Some guides had accepted a recently propounded theory about the cruelty of using the whip. They called it a barbarous relic of the past which ought to be discarded. So they cast it away—the leader no longer drove, he led. The new plan worked excellently, except for one little matter that had been overlooked. The old guides had had their bands before them; they had given orders, and had seen them obeyed. The new guides walked at the head of their bands; they tried to allure the boys to follow them, but I saw that many boys slipped out of sight and went their own way, so that it was but a small remnant that gathered round the leader at the end of the day's march.

But I was now drawing near to the end of the journey. Mount Virtus rose in front, and greater and greater grew the host of boyish travellers. I discovered to my astonishment that many of them had long ago parted from their guides, and had travelled alone along the road. Nor were they the most backward of the host. They had seen the light of Virtus, and, in spite of every obstacle, had journeyed thitherwards. And now I saw that he who once set foot even on the lowest slope of this great mountain seemed to add to his boyhood something of the power of manhood. Something of the glory of the "vir" was his, transfiguring him and ennobling him. The weakest dared to try to scale the heights, and from the summit there ever glowed as a beacon the glorious light. No one tried to outclimb his fellows; the highest task seemed helping some other upward. And I saw that he who helped another to rise raised himself more thereby.

Now it happened that when I essayed to follow some of the climbers up the rugged path, my companion suffered me not to proceed. None who missed the base might travel along the higher ways. So I watched from afar, and saw how each climber moved ever more quickly the higher he ascended, until my eyes were unable to bear the brilliance of the glorious light which surrounded him. So I turned to my companion, and asked him as to the nature of the light. He bade me remember the lines my boys had repeated to me during the afternoon, and straightway I knew that the schoolmaster's true quest lay not upon Mons Literatus nor Mons Mathematicus, nor on any of the hills he climbs so often, but that it is to lead his boys to that light which is

Not of the sunlight,
Not of the moonlight,
Not of the starlight.

And so perchance he may some day find himself on that mighty mountain where I was forbidden to travel. N.

THE PRODUCT.

HE had the appearance of a brisk young clerk or a budding commercial man. There was an air of satisfaction about him, as if he felt sure that he had done very well for himself so far as his opportunities permitted. He looked like a young Englishman with a keen eye for the practical, whose considerable energies were driven by an almost too sane ambition along the paths which seemed most obviously to lead to some measure of success. There was nothing about him to suggest the bookworm, the idealist, or the man of culture. If directly appealed to, he would almost certainly have disclaimed all wish to possess qualities so needless in his career. He was certainly rather fond of music, though inclining to the showy, executive, or obviously tuneful types, and not so moved by profound harmonies or highly sensitized expression. For literature he confessed frankly he had no natural gift. He far preferred a popular novel to any kind of classic; and as for poetry, I have heard him laugh aloud, as at an excellent jest, at the very suggestion that it might appeal to him. He read Shakespeare and Milton only for strictly business purposes, and never a word more than he was obliged; and, though he was sometimes heard to express a regret that he was not more literary, he was careful to make it quite clear that such regrets were uttered merely on the grounds that a literary sense would be a decided asset to him in his profession.

What was he? He was a junior master in a secondary school for boys. The events which led him to this career are not difficult to trace. His strongest subject had always been mathematics, for which he showed a very real talent. At a comparatively early age he won a scholarship by dint of mathematical grasp and a certain force of character; his industry recommended him to his teachers, and step by step his future profession became more and more inevitable. Had he been more free to choose, would this have been his deliberate preference? It is hard to say. He was not a man to be tempted from the plain track by such will-o'-the-wisps as ideals or enthusiasms, and it is not improbable that he accepted his profession in much the same spirit as moved Sir Frank Lockwood to accept his oft-quoted *alibi*: "The best of three, my Lord!"

But, having once decided upon it, his hard practical sense led him to work with energy upon all the lines which concentrate upon "success" as the practical world understands it. At whatever study would aid him, under the advice of a standard correspondence college, to obtain his degree he was willing to work with zest and tenacity. But never for one moment would he be tempted to seek or value culture for culture's sake. The word "learning" had one meaning for him, and one

only—i.e. whatever would enable him to obtain a degree which would advance his value in the money market. In fact, we might beg to be excused for the epigram that whatever initials he might obtain the right to place after his name were in his eyes merely equivalents to the familiar L.S.D.

At the precise moment of our present analysis he is on the brink of his Intermediate (Arts); he has given up his teaching for a term to have leisure for extra study, and both he and his coaching college consider his prospects rosy. In Mathematics he certainly deserves to pass with distinction. For Languages he has an excellent memory, and his lack of literary sense will probably not prevent him from passing. The same criticism applies to his History and Geography, which he treats merely as memory subjects, with hardly a vestige of interest in their deeper human values. The subject which he dreads is English, and at the last moment he regrets that he did not take a Science instead of an Arts course. Grammar he knows well as a subject; but this does not prevent him from making notable blunders both in speaking and in writing; for it is a matter of observation that good reading will exercise a far more improving influence on grammar than the rules of the grammarians.

The difference between theory and practice is here very marked, and we must not make the error of Molière's Learned Lady, who expressed surprise that her footman should fall down after she had taught him the law of gravitation! We have to remember, therefore, that we are considering the only too common case—that of a man who substitutes for culture the mere commercial value of "cram"; and we confidently predict his success, despite the fact that he can hardly write passably in his own language, and that his own literature, the grandest in the world, is a closed book to him! Let us try, in strict fairness, to consider what he brings to his profession.

He has a genuine liking for boys, though he knows nothing of their psychology. He has a hatred of "nonsense" and a love of honest work. He will, up to a point, put himself to trouble over the boy who makes rapid progress, but is impatient of the difficulties of the boy who is slow. With a nervous boy he could do nothing; each would have a wrong impression of the other, the master thinking the boy wilfully troublesome, the boy thinking the master more or less of a brute. Within these limits imposed by his non-comprehension of the slow and of the nervous, he would teach Mathematics well and other subjects in a manner which never soared above the dead-level of routine. And of his general influence in a school, the best point about it would be that he is not a "slacker," nor would he wish others to be. Of the wonder world of culture, imagination, and vital interest; of Literature as the heart-beats of great writers; of History as the deeds of great or weak or wilful men whose acts were milestones of the world's great way; of Geography as the describing of the wondrous abiding place of the human race—of all this he could teach nothing, for the simple reason that he himself knows nothing of it. Imagination and culture would not, in his opinion, have helped him to pass his examination; yet this very examination is to stamp him as fit to be a teacher, and what is a teacher if he have not imagination and culture? Many years ago I devoted much of my leisure to evening classes for shop assistants, and I can honestly assert my belief that the average clerk or man behind the counter has far more sense of, and longing for, culture than was ever shown by this pushing young man whose life was to be devoted to the teaching of our growing English boys. But, . . . even as I write this, word has come to me that he has passed his Intermediate (Arts) and is returning to Dr. Theophrastus's Academy with a rise of salary.

The Home School, Grindelford.

WILLIAM PLATT.

THE University College of Wales has arranged for a Summer School of Geography at Aberystwyth on August 4 to 22. Five Lecture Courses will be given by Prof. Fleure and Mr. W. C. Whitehouse, and there will be field classes on alternate afternoons. The fee is £2, and correspondence should be addressed to Prof. Fleure, Aberystwyth.

POSTS IN EGYPTIAN SECONDARY SCHOOLS.

THE subject of Egyptian secondary schools is not altogether new to readers of *The Journal of Education*; but these schools are constantly increasing in number, and, consequently, the number of posts for English teachers is also increasing. The present writer, therefore, who left Egypt only last June, offers a few suggestions for the use of anyone who thinks of taking one of these posts. These schools may be roughly divided into three classes—the Government schools, schools owned by private individuals and corporations and entirely in native hands, and a miscellaneous category which includes the Victoria College at Alexandria (where there are also some non-Egyptian pupils), the American College at Assiout, and various schools up and down the country in the hands of the Society of Jesus. What I shall now say applies only to schools of the second of these classes. The Egyptian Government are now considering some new arrangements by which the Ministry of Education will keep a much closer eye than hitherto upon the native non-Government schools. Should these proposals go through there will be more inspection, certain requirements will be laid down, and the English masters will probably find themselves more comfortable. But meanwhile I can consider only the actual state of things now obtaining. As I must speak of salaries, I should mention that the Egyptian pound is equivalent to £1. 0s. 6d.

Take the case of a man in a secondary school at home, perhaps doing some Senior Local work, and drawing, say, £120 a year resident. If he wishes to remain a schoolmaster he will do well not to migrate to an Egyptian school. His social and financial position at home and his prospects are such that he would be a loser by the change. Out there he would find men doing just the same work, with pockets just as full, who in England would not be holding posts as good as the one he has just thrown up. There are men of all sorts, academically speaking, holding these posts—men from Universities, men from training colleges, men with no qualifications whatever.

All these schools take the Government secondary syllabus, which to our ideas is very elementary—e.g., fourth-year classes take, in English, one play of Shakespeare, some good English prose, such as "The Tale of Two Cities," or a number of essays from J. H. Lobban's collection, composition, and dictation; while in science, if the fourth-year student prefers the scientific to the literary side, he takes dynamics (kinematics, Newton's laws of motion, simple machines), optics, and chemistry (atomic theory, classification of elements, acid-forming elements). But many schools have only first and second year classes, which means that a teacher of English spends all his time over syntax, parsing, analysis, easy composition, and boiled-down extracts from such works as the "Arabian Nights," "Robinson Crusoe," and Dickens's novels. Generally an English master is wanted only to teach English, but there is some demand for science men, and occasionally an Englishman takes some other subject. A man is never asked to give more than 24 lessons a week, and head masters, who are all natives, prefer that he should not give so many. There is a great deal of correcting to be done, as the classes are large, often numbering about three dozen. Apart from teaching there is nothing for the Englishman to do, except, perhaps, to give some help with football. The holidays are excellent—about three and a-half months every summer, and occasional odd days.

The usual starting salary is from £18 to £20 a month, but I have known a lower figure offered. Two schools have scales, starting at £20 and going up to £32. But as a rule there is nothing definite: nothing is definite in Egypt except the sunshine; you get a rise of salary when you can. In Cairo or Alexandria the cost of living is on an average £9 a month; that covers everything. Of course if a bachelor lived alone in a small flat, or in a good *pension*, it would probably be a little more; but many single men live together in batches.

In these big cities there is plenty of society of all grades, and generally something to do. In the provinces one can live more cheaply, but the life is apt to be very, very monotonous. In some towns there are British communities of fair size, but one has to pay for one's society. Most Britishers in Egypt draw at least £26 a month, or the equivalent thereof, and they live accordingly. I know one school where each English master gets £20 or more per month, and finds that he can save a good deal of it; but this place is right away in the country, very dull, and very inconvenient if one wants to buy anything. The whole British community numbers less than 20 souls, of which the school supplies 13—eight masters, four masters' wives, one baby. I once met a schoolmaster who only got £15 a month; he, poor fellow, lived in a Greek hotel, and never saw anybody. But though he was engaged as a teacher of English, he was a Maltese. With a little luck a man may make from £20 to £25 a year apart from his salary by taking private pupils. Some schoolmasters, instead of spending the whole of the summer vacation in making holiday, take what are known as Rotation Inspectorships. These are temporary posts in the Irrigation Department of the Ministry of Public Works, and only exist for about three months in the summer. No technical knowledge is needed; a man need only be able to endure a hot sun, speak some Arabic, and ride a horse or mule. The pay is £27½ a month and railway fares, and the inspector finds his own mount and his own servant.

Said an English master in a big Cairo school one day, "I have to make my own discipline. If I go to the Head to complain about a boy, he bids me welcome, gives me a cup of coffee and a cigarette, and blandly remarks, 'Never mind this time.' " These native head masters are trying sometimes. They are poor organizers; they procrastinate. A new term begins with a shortage of textbooks; the new classrooms have not yet been finished, so that dictation lessons go on to an accompaniment of bangs from workmen's hammers. You want to spend the summer holiday in Europe, but you cannot book your passage because the Head is not sure about the date of breaking-up day. Once a man went out to a post on the understanding that his passage would be paid on a two years' agreement. When he arrived the authorities wanted to pay him the money at the end of the two years. "Mr. X—'s salary is £18 a month," said a head master; "I also paid him £18 for his passage. I can therefore say that I pay him £20 a month."

Schoolmasters need not find the climate trying. In May, when the weather begins to be warm, afternoon school is given up. The summer holiday can be spent at Alexandria or in Europe. I need not expatiate here on the attractions of Egypt; that has been done so often. The schoolmaster has plenty of time for these attractions; he is far less trammelled and cooped up than his brother in England. And most English workers in Egypt agree with the native proverb that he who has once drunk of the water of the Nile will of a surety return to drink of it again.

CORRESPONDENCE.

UNIFORMITY OF PRONUNCIATION.

To the Editor of *The Journal of Education*.

DEAR SIR,—The brief article on "Uniformity of Pronunciation" in your March issue shows some misapprehension of what is involved in the demand for a standardization of English speech. It is stated that the Simplified Spelling Society "now asks that Yorkshiremen and Irishmen, Scotsmen and Canadians, should all be required to pronounce English in exactly the same way, on pain of being pronounced ill-educated people, not fit for polite society. The ideal to be aimed at is to be uniformity and monotony. How the pronunciation thus artificially fixed

is to be rendered immune from that liability to change to which everything human is subject we are not told." As it was I who addressed the annual meeting of the Simplified Spelling Society on this subject, I may be allowed to express some disappointment that your critic apparently was not present; otherwise he could hardly have said these things. Let me give as briefly as I can the case for standardizing our speech.

Language uncontrolled varies from town to town, from village to village. Leaving out of account minor variations we get dialects, spoken in more or less extensive districts. Where there is considerable communication among people in the various districts of a country the need is felt of a speech which shall be generally intelligible. The man who uses the dialect at home and with his neighbours will speak differently when addressing people drawn from other districts. He will not only avoid words peculiar to his native dialect, he will also modify his pronunciation.

There is, as Prof. Wyld pointed out in the December number of *Modern Language Teaching* a received standard, in the direction of which dialect is modified. It is the speech of the stage, and it is the speech taught, more or less successfully, in our schools. We do not let the children talk pure dialect. As a rule they are taught a compromise between the standard and dialect speech. If there is frequently something approaching failure here, it is due to various causes. Teachers are often indifferent to the beauty of the spoken language; examining bodies have not instituted oral tests in English; phonetic training is not yet regarded as an essential part of the English teacher's equipment; there is no definitely established standard.

Is it not simply ridiculous to expect our teachers to correct the children's speech, yet to refuse to tell them how? Instead of the present muddle we want the distinction of Dialect and Standard to be made clear. Now, the teacher too often calls a dialect pronunciation "wrong," and corrects it to something which is really no better. Our children should be interested in their dialect and told that it is "right" (if indeed they speak true dialect and not the mongrel speech often heard in our large towns); and they should also learn that—unless their activities are to be confined throughout life to a narrow district—it is very important for them to acquire a form of speech more widely acceptable; and in any case it is well for them to learn to read aloud prose and poetry with the best pronunciation that can be taught. No one denies the charm of many of our dialects; but would anyone be so bold as to claim that one of them should be singled out as superior to all others and recommend its adoption on the stage, in the pulpit, in the schoolroom?

Our ideal is said to be uniformity and monotony. Uniformity of pronunciation? Yes, we desire a rational spelling based on and safeguarding a generally accepted form of good English. But monotony? Many people now pronounce English in much the same way, yet without monotony, and will continue to do so when we have achieved our object. For we are not standardizing the vocal organs, the varying shapes and activities of which account for the *timbre* of the individual voice, and we are not standardizing the phrasing of the sentence or the intonation, which are the factors that make speech expressive.

Finally the idea that there must be change in speech has its justification only when we consider dialect, or confine our attention to the vocabulary. But when we consider standard speech the conditions are altogether different. Only those ignorant of the development of our language during the last century can remain blind to the growing tendency to uniformity in educated English speech. Given compulsory education, teachers with a phonetic training, and a rational spelling that represents a generally recognized form of good English speech, and there will be no change at all. "The liability to change to which everything human is subject" is a specious phrase that should not delude. You need merely consider our miserable spelling to see how little liable to change some human things are; it is practically the same as it was 150 years ago. Why? Because of the very same

influences that might, with much greater advantage, be devoted to fixing our speech.

I know that some phoneticians emphasize the varieties and changes in the spoken language, and sometimes support the view that all speech must change. I am disposed to think that they have not devoted sufficient attention to the fundamental differences between dialect and standard speech: that dialect is acquired unconsciously, and has no written or printed form to serve as a record of the pronunciation, whereas the standard speech is taught and has (or should have) an adequate representation in the printed word. As Sweet said, phonetic writing is the only means we have of preserving our present method of pronunciation.

Why should it be impossible to lay down what is the most beautiful way of speaking our language? And, when we have determined the standard, why should we not use the means we possess of preserving it from deterioration?—Yours &c.,

Simplified Speling Societi, WALTER RIPPMAAN.
44 Great Russell Street, London, W.C.

SLANG AND ARGOT.

To the Editor of The Journal of Education.

DEAR SIR,—All the French people I know, not excluding myself, repeatedly add to the gaiety of the English nation by honestly endeavouring to speak correct English, and I hope I am not rude if I say that Englishmen visiting Paris and desiring to make a proper return need not have recourse to slang.

I should like to warn your readers that "il y a argot et argot." They will make themselves ridiculous and unpleasant if they try such words or phrases as *tire-jus*, *lardon*, *casser la jupe*, *se barber*, in circles where *genou*, *passer l'arme à gauche* are permissible. There is no need ever to use slang, and this is very fortunate, as even those who, like Mr. F. Bayford Harrison, would seem to be possessed of a fair stock are liable to err at every turn. I append a few obvious examples:

Pautruche should be *Pantruche*. *Porter l'arme à gauche* is a military phrase; in its figurative acceptance it reads: *passer l'arme à gauche*. *Casquer* does not mean to *pass the hat round*, but (if I may venture on English slang) *to shell out*, *to stump up*. *Carré* does not refer to first-year students; they are called *biau(ths)*; similarly *cube* applies, very naturally, to third year. *Etre gris* is not slang. *Litré* gives it as familiar, but *Hatzfeld* does not make that restriction.

Gambettes refers only to a woman's legs. *Riz, pain, sel*, is not applied to soldiers employed on commissariat service because of their diet, but because the dealing out of these substances is (supposed to be) their chief business. *On dirait du veau* has been out of use for twenty years or so. *Se barber* does not mean to put on a beard; it is just a synonym of *se raser*, &c.

Lastly, I cannot make out what Mr. Bayford Harrison means when he states: "As a body of men the police are called in Paris 'La Rousse,' though they are not redder, even when indignant, than other people." I have heard of people "losing their hair" when in a temper, but I was not aware that they could also change the colour of it. I hope Mr. F. B. H. does not imagine that *roux* can be used of "blushing," or of "becoming flushed"! *Etre roux* is to be red-haired, nothing else.—Yours very truly,

F. BOILLLOT.

INTEREST AND HARD WORK.

To the Editor of The Journal of Education.

SIR,—In an article in the March number of *The Journal* I note the following:—"It is one of the drawbacks of modern methods of teaching, with their insistent appeal to interest, that there is a growing unwillingness and incapacity to undertake any piece of hard work."

Are we to understand, then, that children only work willingly and hard at things in which they are not interested? Would the writer of the article endorse the words of the parent who lately asked us to "provide" drudgery for his boy, as he understood that, under the present-day régime of "interest," drudgery was entirely left out. Every modern teacher who appeals to interest knows that boys and girls are capable of any amount of hard work and love hard work if they are doing the things they really care about. Surely it is a tribute to our modern and rational educational methods that drudgery is no longer arbitrarily imposed upon the child as an end in itself and because it is "good for him," but that it arises naturally out of a keen interest and desire to know. The rationally taught child accepts drudgery as a means to a very much

to be desired end, so he no longer toils aimlessly at a long list of verbs in a language of which he has probably never heard a single spoken sentence. On the contrary, he already knows something of the people who used the language; he has sung their national songs, he has read simple stories and spoken simple words, and he knows that the verbs are the gateway to further knowledge, and not to be learnt only "because old Stodgers never likes to see a fellow have a minute to himself."

Not for one moment do we spare the children the necessary hard work, but we clothe dry bones until drudgery, transfigured, becomes real and living. Further, work must not be measured by the time given to it, for the interested student will put as much work into one hour as the bored student into many.—I am, faithfully yours,

SUSAN PLATT.

The Home School, Grindleford, North Derbyshire.

March 3, 1914.

[It is not fair to our contributor to treat "hard work" and "drudgery" as synonyms. "Labor omnia vincit improbus" is one side of the shield; "the labour we delight in physics pain" is the other.—ED.]

A MUSIC TOUT.

To the Editor of The Journal of Education.

DEAR SIR,—In *The Journal of Education*, dated February 2, 1914, there appeared a paragraph about "a certain London Academy." In case the careless way in which the capitals have been inserted should lead people to suppose that the Institution in question was the London Academy of Music, we should like to state that we have never employed any tous, and that we never under any circumstances pay any premium for the introduction of pupils.

We are willing to leave this matter in your hands, feeling convinced that you will take the proper steps to remove the false impression occasioned by the publication of the paragraph in question.—Yours faithfully,

E. LE BRETON MARTIN.

The London Academy of Music, 22 Princes Street,
Cavendish Square, W.

[In publishing the complaint of a Music Mistress we had no notion what Institution she was referring to. We accept unreservedly the *démenti* of the Secretary, and express our regret at having admitted a letter which could be interpreted in such a sense. Will our correspondent kindly communicate with the Editor and assist him in exposing the objectionable Music tout?—ED.]

BOOKS OF THE MONTH.

Annals.

The Yearbook of the Universities of the Empire, 1914. Edited by W. H. Dawson. *Jenkins*, 7s. 6d. net.

Art.

Second Characters; or, The Language of Forms. By Anthony, Earl of Shaftesbury. Edited by Benjamin Rand, Ph.D. *Cambridge University Press*, 7s. 6d. net.

Greek Sculpture and Modern Art: Two Lectures delivered to the Students of the Royal Academy of London by Sir Charles Waldstein, Litt.D. Illustrated. *Cambridge University Press*, 7s. 6d. net.

The Study of the History of Art in the Colleges and Universities of the United States. By E. Baldwin Smith, A.M. *Oxford University Press*, 2s. 6d. net.

Classics.

The Origin of Attic Comedy. By F. M. Cornford. *Edward Arnold*, 8s. 6d. net.

The Composition of the Iliad: an Essay on a Numerical Law in its Structure. By Austin Smyth, M.A. *Longmans*, 6s. net.

The Year's Work in Classical Studies, 1913. Edited by Cyril Bailey, M.A. *Murray*, 2s. 6d. net.

Divinity.

The Gospel according to St. Matthew (Preliminary Edition). Edited by the Rev. T. Walker, M.A. *Clive*, 1s.

The Poem of Job. Translated in the Metre of the Original by Edw. G. King, D.D. *Cambridge University Press*, 5s. net.

The Psalms in Human Life. By R. E. Prothero, M.V.O. Fourth Edition. *Murray*, 2s. 6d. net.

Economics.

Principles of Economics: a Revision of "Introduction to Economics." By H. R. Seager. *Bell*, 10s. 6d.

English.

- "Longmans' Classbooks of English Literature."—The King of the Golden River (Ruskin), 6d.; Alice's Adventures in Wonderland (Lewis Carroll), 8d.; A Selection of Poetry (Thornton), 1s.; The Heroes (Kingsley), 1s.; Selections from Dickens, 1s.; Hereward the Wake (Kingsley), 1s.; Tom Brown's Schooldays, 1s.; Settlers in Canada (Marryat), 1s.; Selections from Macaulay's History of England, 1s.; Selections from Thackeray, 1s.; The Coral Island (Ballantyne), 1s.; Eric Brighteyes (Rider Haggard), 1s. 6d.; Lysbeth (Rider Haggard), 1s. 6d.; The Refugees (Conan Doyle), 1s. 6d.
- A First Book of English Literature. By George Saintsbury. *Macmillan*, 1s. 6d.
- Chaucer's Parlement of Foules. With Notes and Glossary by C. M. Drennan, M.A. *Clive*, 2s. 6d.
- Sertum: A Garland of Prose Narratives. Selected and edited by J. H. Fowler and H. W. M. Parr. Book II: Nineteenth Century. *Macmillan*, 1s.
- Notes on the Teaching of English. By W. J. Batchelder. Part II. *Macmillan*, 1s. 6d.
- English Literature for Schools. Edited by Arthur Burrell.—Selections from Longfellow: Bible Stories (Old-Testament). *Dent*, 6d. each.
- The Defence of Guenevere, Life and Death of Jason, and other Poems. By William Morris. *Oxford University Press*, 1s. net.
- Highroads of Literature. Illustrated by reproductions of famous pictures. Book VI. *Nelson*, 2s.
- Macaulay's Essay on Clive. Edited by A. J. F. Collins, M.A. *Clive*, 1s. 6d.
- The Mother Tongue, Book II.—The Practice of English. Edited by Prof. J. W. Adamson and A. A. Cock. *Ginn*, 2s. 6d.
- Lectures on Dryden. Delivered by A. W. Verrall, Litt.D. Edited by Margaret de G. Verrall. *Cambridge University Press*, 7s. 6d. net.
- A Primer of English Grammar. By G. R. Kirwan, M.A. New Edition. *Longmans*, 9d.
- Intensive Studies in American Literature. By Alma Blount, Ph.D. *Macmillan*, 5s. net.

Fiction.

- The End of her Honeymoon. By Mrs. Belloc Lowndes. *Methuen*, 6s.
- Two Women. By Max Pemberton. *Methuen*, 6s.
- The Crooked Mile. By Oliver Onions. *Methuen*, 6s.
- Potter and Clay. By Mrs. Stanley Wrench. *Methuen*, 6s.
- On the Staircase. By Frank Swinnerton. *Methuen*, 6s.
- Blacklaw. By Sir George Makgill. *Methuen*, 6s.

Geography.

- Philips' Chamber of Commerce Atlas: A graphic survey of the World's Trade, with a Commercial Compendium and Gazetteer Index. Second Edition. 6s. net.
- The Earth Shown to the Children. By Ellison Hawks. Edited by Louey Chisholm. *Jack*, 2s. 6d. net.
- The Preliminary Geography. By A. J. Herbertson, M.A. Third Edition. *Oxford University Press*, 1s. 6d.

Handwork.

- Raffia Work. By Alfred H. Bowers. *Pitman*, 2s. net.

History.

- The Byzantine Empire. By C. W. C. Oman, M.A. Third edition. *Unwin*, 5s.
- Macaulay's History of England, with Illustrations. Vol. II. Edited by Charles H. Firth, M.A. *Macmillan*, 10s. 6d. net.
- Pictorial History. By H. W. Donald. *Charles & Son*, 3s. 6d. net.
- A Select Bibliography of English Medieval Economic History. Compiled at the London School of Economics under the supervision of Hubert Hall, F.S.A. *King*, 6s. net.
- Scottish History Source Books.—The Scottish Covenanters (1637–1688). Compiled by J. P. Thomson, M.A. *Bell*, 1s. net.
- Britain and Her Neighbours.—Book V: The New Liberty, 1485–1688. Book VI: The Modern World, from 1688. *Blackie*, each 1s. 8d.
- Piers Plowman Histories.—Junior Book VII: The Nation and its Government, from 1485 to the Present Day. By E. H. Spalding, M.A., and Phyllis Wragge. With 88 Maps and Illustrations. *Philip*, 2s.
- The English People Overseas.—Vol. VI: South Africa, 1486–1913. By A. Wyatt Tilby. *Constable*, 7s. 6d. net.
- English History Source Books.—The Growth of Parliament and the War with Scotland (1216–1307). By W. D. Robieson, M.A. *Bell*, 1s. net.
- Surveys of History: Greek, Roman, English, French, Biblical, &c. By C. H. Russell, M.A. *Bell*, 4s. 6d.

Hygiene.

- Health. By Mildred M. Burgess, M.D. *Lewis*, 1s. 6d. net.

Mathematics.

- Test Papers in Elementary Algebra. By Clement V. Durell, M.A. *Macmillan*, 3s. 6d.
- A Junior Trigonometry. By W. G. Borchardt, M.A., and the Rev. A. D. Perrott, M.A. *Bell*, 3s. 6d.
- Descriptive Geometry. By J. C. Tracy, C.E., and H. B. North, M.E. *Chapman & Hall*, 8s. 6d. net.

Miscellaneous.

- Bohn's Popular Library.—Dr. Thorne (Trollope); Framley Parsonage (Trollope); Small House at Allington, 2 vols. (Trollope); The Last Chronicle of Barset, 2 vols. (Trollope); Emerson's Poems; The Arabian Nights' Entertainment, Vols. I and II; Select Works of Plotinus; Five Essays by Lord Macaulay; The Campaign of Sedan (Hooper); Blake's Poems; H. Vaughan's Poems; Goethe's Faust; Adventures of a Younger Son, 2 vols. (Trelawny); Prose Tales (Poushkin); The Betrothed, 2 vols. (Manzoni). *Bell*, 1s. net each vol.
- The Divine Right of Kings. By J. N. Figgis. Second Edition, with three additional Essays. *Cambridge University Press*, 6s. net.
- The Church Revival: Thoughts thereon, and Reminiscences. By S. Baring-Gould, M.A. Illustrated. *Methuen*, 12s. 6d. net.
- The Industrial Training of the Boy. By W. A. McKeever. *Macmillan*, 2s. net.
- The Truth about an Author. By Arnold Bennett. *Methuen*, 2s. 6d. net.
- Women Workers in Seven Professions: a Survey of their Economic Conditions and Prospects. Edited by Edith J. Morley. *Routledge*, 6s. net.
- Prisons and Prisoners: some Personal Experiences. By Lady Constance Lytton and "Jane Warton." *Heinemann*, 3s. 6d. net.
- The Foundations of International Polity. By Norman Angell. *Heinemann*, 3s. 6d. net.
- The Modern Family Doctor: a Guide to Perfect Health. *Jack*, 3s. 6d. net.
- Preparation for Marriage. By W. Heape, M.A., F.R.S. *Cassell*, 2s. 6d. net.
- What it Means to Marry; or, Young Women and Marriage. By Dr. Mary Scharlieb. *Cassell*, 2s. 6d. net.
- A Garden of Games. By Annie Ingham. *Pitman*, 2s. 6d. net.

Modern Languages.

- Passages for French Dictation and Unseen Translation. By D. A. Wynne Wilson, M.A. *Blackie*, 6d.
- Le Bourgeois Gentilhomme. Par Molière. Edited by T. E. Oliver, Ph.D. *Ginn*, 2s.
- A "Middle Method" German Course. By F. W. M. Draper, B.A. *Murray*, 2s. 6d.
- Prinz Friedrich von Homburg (Heinrich von Kleist). Edited by G. F. Bridge, M.A. *Macmillan*, 2s. 6d.
- Bijou. Par Gyp. *Nelson*, 1s.
- Collection Gallia.—Contes Fantastiques (Charles Nodier). *Dent*, 1s. net.
- Misericordia. Por B. Pérez Galdós. *Nelson*, 1s.
- Théâtre de Racine. Tome I. *Nelson*, 10d.
- German Grammar Self-Taught. By W. E. Webber, M.A. *Marlborough*, 1s.; key, 6d.
- German Self-Taught. By the Natural Method, with Phonetic Pronunciation. Enlarged Edition. Revised by W. E. Webber, M.A. *Marlborough*, 1s.
- Vies de Plutarque.—Tome II: Traduites du Grec par Amyot. *Nelson*, 10d.
- La France en 1614. Par Gabriel Hanotaux. *Nelson*, 1s.
- Junior French Reader. By E. Renault. *Edward Arnold*, 1s. 6d.
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Personally conducted tours are not much to our taste, but to travel with such guides as Mr. and Mrs. Williamson is another story. The narrator, Lord Ernest Borrow, *alias* the Duffer, is a young English diplomatist on leave of absence with the object of exploring "the Mountain of the Golden Pyramid," the traditional tomb and treasure-house of the Queen Candace, of which he and his old chum Captain Anthony Fenton have discovered the secret. At starting on board the P. and O. he meets an old flame of his, Biddy O'Brien, the widow of a disreputable Fenian, now travelling under an assumed name to escape the vendetta that pursues her, as the companion of a multimillionaire American heiress, who likewise, for a lark, has changed parts with her governess. To complete the cast we are introduced to Sir Marcus Lark, a Midas, who turns all he touches to gold, and is now in Egypt to organize a touring scheme that shall take the wind out of Cook. He has somehow got scent of the Golden Mountain and obtained from the Government a permit to explore, but he proposes to strike a bargain and relinquish his claim if Fenton and Lord Ernest will agree to run and personally to conduct his first grand tour of the Nile. Thus we get the party well under weigh, with Lord Ernest as cicerone and Fenton disguised as an Arab dragoman. There are endless plots and counterplots. They are tracked by the Fenian vendetta; they are forestalled at the mountain by one of their passengers who has stolen the secret, but the curtain is rung down to a chime of marriage bells. Some of us will remember Becker's "Charicles" as a bitter pill with a thin coating of romance. In this case the fear is that the rich humour and varied incident will make the reader skip the vivid and truthful description of modern Egypt and its ancient monuments.

8 *The Way Home.* By BASIL KING. (6s. Methuen.)

Charlie Grace is the son of Dr. Grace, Rector of St. David's, a fashionable church in New York. He has been destined by his mother, another Hannah, for the Ministry, but as he grows up he is scandalized by the hollowness of these professors of religion and soured by the snobbery of his early playmates, who cut him at college as a poor man. So he casts religion to the winds, and vows he will have no other god than Mammon. The Margaret to this

modern Faust is Hilda Penrhyn, a *schöne Seele* who fascinates him by her ethereal beauty and "eyes conversing with the skies," and he marries her in spite of her poverty. Why she should have married him, an impenitent sinner glorying in his shame, is not explained. After marriage the rift between the two widens, but her love continues; but so far from calling him to repentance, she is ready to immolate herself by abetting a divorce, and so giving him a young and innocent girl with whom he has fallen in love. But it turns out that the girl has given her heart to another, and when the curtain falls on the dying man, his wife gives him absolution. It was not the skyeey eyes, but the sky that shone through them, with which he was in love. The cover announces a problem novel on religion. As such we must pronounce it a failure. The hero never interests us enough to make us care to know the answer to the verdict, *gerichtet* or *gerettet*. It is for the sake of the minor characters and the clever pen-portraits that we recommend the novel.

The Way of these Women. By E. PHILLIPS OPPENHEIM. (6s. Methuen.)

Mr. Oppenheim has a fatal facility for weaving clever, yet utterly artificial, plots. In the present instance he has seemingly set out with the determination to exasperate us to the point of fury by the utter incapacity of any one of his characters to do or say anything at all approaching the human. We wonder what sort of reading human sayings and human doings would make. Mr. Oppenheim is not satisfied with ordinary folly and wickedness. The noble Marquis who on the very first page steps out of the first-class smoking carriage next to the engine—whoever saw a first-class smoking compartment next to the engine?—is but one of a number of elevated, but exceedingly wicked and stupid, persons who are leagued together to prevent Jermyn from marrying his little actress. We feel personally affronted that we should be deprived of that satisfaction which is by the convention of novelists due to readers—namely, of seeing the hero wed the heroine, in spite of all opposition, on the last page. Jermyn is too big a fool even to do that. We can only hope that the equally foolish Sybil eventually found a congenial mate.

The Golden Barrier. By AGNES and EGERTON CASTLE. (6s. Methuen.)

We do not know what general impression the authors wished to convey to us concerning the character of Magdalen Tempest. In our particular case it happens to be one of nausea. A girl who, after winning such a husband as Captain Denvers, deliberately throws away the treasure of his love and protection richly deserves the fate which she so nearly met at the hands of those unspeakable cads, Lady Adelaide Simon and Isidore Blaise. We are glad that such creatures as the latter do not exist in real life. And we are still more glad that wealthy and beautiful young ladies are not given to playing the "Lady Maecenas" as this one was so fond of doing. "All's well that ends well" is but a hollow mockery of artistic justice when our feelings and our intelligence have been consistently outraged through the preceding three hundred and sixty pages.

The Sea Captain. By H. C. BAILEY. (6s. Methuen.)

Your modern reader loves a pirate. Who does not covetly mourn for Hook's untimely end at the hands, or rather the jaws, of the crocodile? Who does not, at least secretly, revel in accounts of the exploits of a Morgan or a Kidd? Every healthy mind shares the sentiments which Sir Frederick Treves openly avowed in his charming "Cradle of the Deep." Time has softened the asperities of the pirate's character—the ideal pirate is ever a gentleman for all his villainy. This particular gentlemanly pirate who was once only a "silly shepherd," as folk used to call him, remains, for all his humble origin and for all his piracy, an English gentleman. If such a captain never set sail in the days of good Queen Bess he ought to have done so, and it is a blot in the escutcheon of his generation that he did not. So this tremendous person, who was once no more than Diccon the shepherd, was moved by the love of a lady to become that terror of nautical evildoers known to posterity as Captain Dick Rymington, not the least of whose many exploits was, metaphorically speaking, to pluck Barbarossa's very self by the beard, and hold his chief lieutenant, Dragut Reis, to ransom! But that is as much as we may, in fairness to the author, divulge of his altogether charming story of great hearts, great deeds, marvellous escapes from death, and beautiful ladies who could never tempt an English gentleman from his allegiance to a fair lady in far-off England, feluccas and galleys and Spanish treasure and Spanish treachery and all that delightful paraphernalia which we followers of Peter Pan love so well.

War. By W. DOUGLAS NEWTON. (2s. net. Methuen.)

The book, like the reality which it depicts, gives one furiously to think. To think, if one has not sufficiently schooled oneself in the art of shirking unpleasant truths. We fear many of our countrymen are hidebound beyond the impress of even Mr. Newton's slings

and arrows. If not, if there is still left a vulnerable spot, "War" should of a surety seek it out, and cause the peace-loving citizen to realize the horror of that which he seeks to escape merely by refusing to think of it. We do not altogether like Mr. Newton's artistry. He is inclined to use very crude colours, and to lay them on to a thickness approaching the grotesque. In our humble experience of soldiering in peace time we have thus far failed to make acquaintance with officers who speak as they do in "War." Perhaps that is our misfortune. We have not the pleasure of knowing whether the author speaks of the scenes which he portrays from the standpoint of practical experience of active service conditions. Parts of his work suggest that he does, whilst others raise the suspicion of a lay mind somewhat hazy as to actualities. But it needed, perhaps, some purple patches to rouse from his lethargy "the man in the street." Upon all vital matters—the frightful suddenness, the ghastliness of the attendant circumstances of war, and the futility of resistance except on the part of men trained and organized as our continental neighbours know how to train them—upon such matters as these Mr. Newton is absolutely sound, and deserves to be ranked with the author of "The Green Curve," which is the highest compliment we can pay him. We came across a remark the other day by a celebrated pacifist to the effect that it is no longer the horrors of war, but the horrors of peace, with its intolerable burden of armaments, that are to be shunned. Such an argument would not be tolerated in the case of an attempt to evade a visit to the dentist or the doctor or the payment of insurance premiums. Its utter immorality should be borne in upon the mind of any seriously inclined citizen who has grown unaccustomed to grasp what war really signifies for the individual. We should advise such an one to contemplate what we can assure him is a substantially faithful rendering of a theme too long forgotten or, worse, ignored.

The Happy Hunting Ground. By ALICE PERRIN.
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tatingly unromantic, and Caroline herself is uninspiring simply because she regards marriage from a commonplace point of view. But they are, each and all of them, very real and live people, and they act in a very human manner. We feel, then, that we must not complain if they are just a trifle too ordinary for a taste educated to an expectation of the romantic unfolding of stories of passion.

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Add. 23 Tanza Rd., Hampstead, London, N.W.

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Exp. A.M. Eton, 1860-1875; Tutor, King's Coll., Camb.,
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Add. King's Coll., Cambridge.

CLEGHORN, ISABEL [Jan. 1, '14]

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X Continental Schools and Pensions are on page 345; Transfers and Partnerships are on pages 303, 346, and 347; other School and Teachers' Advertisements are continued on pages 305, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, and 355. **X**

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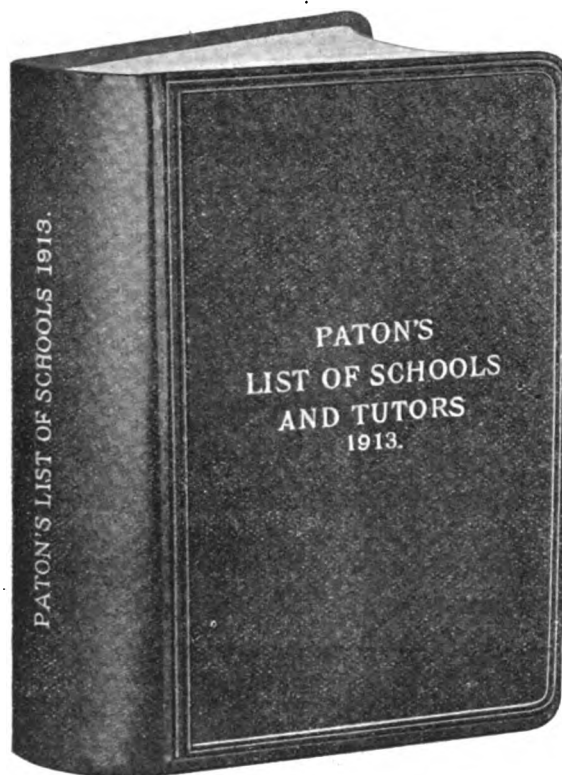
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OCCASIONAL NOTES.

Local Taxation. THE recommendations of the Final Report of the Departmental Committee on Local Taxation will, if adopted, revolutionize the present system of State and local aid for education. Questions relating to local taxation have been under discussion for many years, and a solution for the serious difficulties which have arisen, especially as the result of the Education Act of 1902, is long overdue. We are doubtful, however, whether the last word has been said by the Departmental Committee on any of the numerous aspects of the question. As to education, the proposal is that a block grant should be distributed for elementary education on a new formula, based on a standard expenditure of 60s. per child and a standard rate of 7d. The formula proposed is 36s. per child (that is, two-fifths of the standard expenditure), plus two-fifths of the total net expenditure on the produce of a 7d. rate, certain limitations being also proposed to meet the case of parsimonious authorities which attempt to escape with a very small education rate.

The Financial Aspect. ON the basis of the statistics of 1911-12, the adoption of the proposals will involve an extra State grant of nearly £2,000,000 a year, which must be regarded as a generous concession to local demands. London would stand to gain nearly half-a-million, or the equivalent of nearly a 3d. rate. Poor districts will, as a rule, gain most, and places like Eastbourne and Bournemouth will have to raise an extra rate of nearly 3d. The principle of a

block grant for the whole area of Local Authorities rather than for individual schools will be generally welcomed. On the other hand, incentives to regularity of attendance are removed and statutory provisions as to free education appear to go by the board. While the clerical work at the Board of Education may be much simplified—a most desirable reform—the control of the Board over elementary education is not likely to become less powerful. As to grants for secondary and higher education, no alterations of the present system are recommended, except that for the "whiskey-money" should be substituted a grant of the same amount. Why secondary schools should be treated in this step-motherly way is not apparent. Can it be because their interests were not properly represented in the witness-chair? In the list of bodies who made representations we observe the National Union of Teachers. Where was the Federal Council of Secondary School Associations?

Report of the Commission on the Civil Service. THERE are two recommendations in the Report of the Royal Commission on the Civil Service which are of importance to contemporary youth. The first is that the "Temporary Boy Clerk" shall be abolished. The existence of this young gentleman has long been a blot upon the Government, considered as an employer of labour. He enters the Civil Service at fifteen, is put to do purely mechanical work, and unless he is sufficiently able to get into the Second Division or gain an assistant clerkship, a success achieved by only one in three, he passes out again at eighteen. He has learnt nothing, not even typewriting, unless he has practised it for himself out of office hours, and he is thrown out on an overstocked clerical labour market, endowed with no form of skill. The system constitutes one of the worst of the "blind-alley" occupations. The Commission wish to see it perish utterly. They recommend that a Junior Clerical class be substituted, the members of which will be at once placed permanently on the establishment, other arrangements being made for some of the purely mechanical work.

The Second Recommendation. THE recommendation which touches the schools most nearly is the proposal for a change in the ages of admission to the Service which will bring the examinations into line with the educational system of the country. The Junior Clerical Class, it is suggested, should be recruited from boys of sixteen, the age at which intermediate secondary education, as the Commissioners call it, ceases, or, to put it more accurately, the age at which it is desirable that it should cease. Admission to the Senior Clerical Class, the proposed substitute for the Second Division, should be open to youths of eighteen, the age limit of a complete secondary education. Amidst the thorns of the examination question the Commissioners tread gingerly. Of the examination system as a whole they heartily approve. But they have something to say for the addition of a *viva voce* test, and they recommend that an inquiry be made into the allegation that the scheme of examination for the First Division of the Service unduly favours the curricula of the older Universities. By all means; only the inquiry must embrace also the question whether these curricula do or do not furnish the best liberal education and the education which produces the most capable Civil Servant.

THE scales of salaries suggested by the Commissioners throw out once more into high relief not merely the inadequacy of the salaries paid in secondary schools, but also the viciousness of the lack of any system of increment. Let us compare the financial career of a member of the proposed Senior Clerical Class with that of an assistant master in an average secondary school. The former will begin to earn money at eighteen, with nothing behind him but a school education. He begins, it is true, with only £85 a year, but when he is forty he will receive £290. To secure this he need make no special exertion; he has simply to do his daily round and keep the Ten Commandments. If at forty he can pass an "efficiency bar," he will reach £350 in another four years. The assistant master begins his wage-earning career at twenty-two, after a University course, and will be exceptionally lucky if he ever earns more than £200 a year. We do not bring the emoluments of the highest class of Civil Servants into the comparison, as it may be fairly held that these correspond to the head masters of secondary schools.

ROUND about the question, which at the present moment is scarcely one of practical politics, whether the Universities should make efficiency in military duties a condition of a degree, has sprung up a correspondence on the public-school boy and his games. The Head Master of Dulwich opened it by a protest that undergraduates are too much given to the worship of athletics, and that the contagion spreads from the 'Varsity to the school. Sir Joseph Larmor retorts that the undergraduate brings the infection from the school to the 'Varsity. The President of Magdalene College supports that view, but thinks that Cambridge students at least are less absorbed in games than they appear to be and that they have really a very wide range of interests. What we feel ourselves about the matter is that our games are a most valuable part of our school life and of our whole national life, so long as they are felt merely to be games. Unfortunately, they have passed out of that stage; they are regarded by large numbers of young men, both at school and college, as the most serious elements in life. Play has ceased to be play; it has become work. It demands devotion, daily thought, intense application. Other things must be sacrificed to it. To succeed in play is to have really done something; to fail is to be disgraced. It is this spirit which must be changed. As a step in the right direction we should like to see a rigorous curtailment of public displays, the abolition of the Eton and Harrow match, and the reduction of the number of inter-school matches to one for each school. Next, the whole race of groundsmen and professionals should be swept away, and boys made to do the whole of the preparation for games themselves. That would be a useful education for them as well as healthy exercise.

MR. DENMAN'S Employment and School Attendance Bill, to which we referred in our March number, has been going steadily through Standing Committee, and there is a fair prospect of its becoming law. Its provisions are important. The keynote is the large measure of discretion given to the Local Education Authorities, who will be able to require children to attend school till they are fifteen or release them at thirteen. The cast-

iron age limit will be abolished, and it will be possible within the range indicated to retain children in the school or let them go to work, as seems best for them. Half-time will be abolished. Then the Authority may require the children exempted from school attendance to work in continuation classes. Thus more than one kind of education will be possible for boys and girls over thirteen. Street trading is not to be allowed generally for lads under seventeen or lasses under eighteen, but here again the Local Education Authority is to have discretion. A noticeable feature of the Bill is the extension of the territory over which the Educational Authorities hold sway. Education Committees will have power to regulate the hours of labour and so forth of young people under sixteen, and the Board of Education instead of the Home Office will administer the Employment of Children Act. The tendency in recent legislation to hand over to the Education Office the administration of laws affecting children has been very marked.

THE action of the London County Council, in maintaining in the case of lady doctors the principle that all women in their employment, except teachers, must resign their posts on marriage, has brought again to the front the question of the employment of married women in the public service. Certainly the inconsistency of the Council is indefensible, except on the ground that teachers are so badly paid that it is unfair to prevent both man and wife earning money. For it is probably easier to be a good mother and a doctor at the same time than to be a good mother and a teacher. The whole question is one which lends itself easily to argument by generalities, but which is in reality very complicated. Do women really hold that a mother can educate and care for her little children in a way that a mother should if she is required to be absent from them for very nearly the whole of their working day? Or will it be seriously urged that anything, even the work of the cleverest teacher trained in the newest methods, can take the place of the daily and hourly thought and devotion of the mother? The Majority Report of the Civil Service Commission is against the employment of married women in the service, and it is noticeable that the eight members, including the two ladies on the Commission, who disagree with this recommendation, do not go further than to object to a hard and fast regulation of compulsory retirement on marriage. To leave the door ajar in this way is, we think, the utmost length to which public authorities can go. Those who would have them take no notice of an employee's marriage may be asked whether they wish wifelyhood and motherhood to be regarded as being for a woman neither a profession nor a vocation, but merely a piece of by-play.

WITH Mr. Sharples' resolution at the Lowestoft Conference of Elementary Teachers on half-time and continuation schools we are in general agreement—at least, so far as the abolition of the half-time system in towns is concerned. But, before we voted that no boy should go into the fields before he was fourteen, we should have asked him for his views on the best education for the son of the village labourer. More definitely do we disagree with his suggestion that Local Authorities should have power to compel the attendance up to the age of fifteen.

Salaries.

Public Schools and Games.

Employment of Women and Marriage.

Mr. Denman's Bill.

Choosing the Line of Advance.

The extension of school life may be a good thing in itself or it may not; that point we do not propose to argue at the present moment. What we would urge is that a great many things are desirable—smaller classes, continuation schools, better salaries for teachers, and better training for teachers. We cannot expect to have them all at once, and the most urgent need is smaller classes. It is more necessary at present to improve the building than to add a story to it. We should all concentrate our efforts on reducing the classes to such a size that the children can be given a genuine education. And that will need a great deal of money.

Books in Elementary Schools.
WE are glad to note in the revised edition of the Board of Education's circular on the Teaching of Geography in Elementary Schools the stress laid on the use of books. One of the weak points of these schools is the failure to make the children in the upper classes learn from books. John Stuart Mill said that no

one had ever learnt geography and history except by reading. Without going so far as that, one may safely say that these subjects cannot be learnt without reading. Books may be used in the classroom in at least four ways: First, the teacher may read aloud books of travel and description; secondly, the children may read to themselves books supplied from libraries; thirdly, children may be taught how to use works of reference by being given questions to work up in such volumes. All these uses of books the circular notices; and, further, it rightly condemns the deadly, mind-destroying, historical and geographical manuals used as "readers" in so many schools. But we are surprised to find no reference to the plan, none the worse because it is of immemorial antiquity, of making children prepare a portion of a book and examining them on it afterwards. If this method is used intelligently children will learn as much by it as by any other, and, what is of far greater importance, they will learn how to learn for themselves. Nothing helps more to the understanding of the printed page than a cross-examination by an intelligent teacher of some prepared matter.

School Libraries.
WHILE we are on the subject of books, we may note that the Report of the Board of Education for 1912-13 devotes considerable space to the subject of libraries in secondary schools, which, generally speaking, the Inspectors find to be sadly deficient. Out of 120 schools in which investigation has been made only about one-third have tolerable accommodation for a library or a satisfactory number of books. Every school should possess two libraries—one of books of reference, the other of books for general reading. But alas! in spite of a cheap press and numberless reprints, most books of reference and many of other kinds are expensive luxuries, and schools have no money to spend on luxuries. Many head masters and mistresses never get a penny to spend on the library, some a beggarly £5 a year, a few lucky ones £10 or even £25. But boys and girls must not only have access to books, they must be encouraged and taught to use them, not as nutriment to be assimilated by a process of absorption, but as tools to work with. The Board gives some useful hints on this point. In the higher forms of a school a subject may be set for an essay which needs some examination of books. Works

of reference should actually be used in class, and teachers should certainly not be afraid of thereby showing the limitations of their own knowledge. Children do not believe that their masters and mistresses are omniscient. It might be added that occasionally the pupils of a good sixth form might be set to compare authorities on some historical question, for instance, so that they may find out how much there is which we cannot know. To learn to doubt is as necessary as to learn to believe, and far more difficult.

Examinations in English.
WE had space last month for only a brief glance at the Report of the English Association on Examinations in English, and we need make no apology for returning to the subject. Examinations vex the soul of all enthusiastic teachers, but specially the souls of teachers of literature. Well, it is to a great extent a vexation that must be borne, for no test that can be devised will discover the best effects of the teaching of literature. Examinations, whether public or arranged separately for each school, whether conducted *viva voce* or by means of paper and ink, can probe only the intellectual results of literary teaching, not the moral and spiritual. Nor can they properly test appreciation. You can find out whether a boy or girl understands an argument or has acquired certain information, but not whether he or she has been moved by a drama, felt the force of a great oration, or been lifted out of the world by a great poem. The best part of the teacher's work can never be known. He must sow in faith and be content in most cases to remain for ever ignorant whether there has been a harvest.

Deviations from Type.
LITTLE Miss Phyllis Bourke, aged ten, has suddenly become a person of importance, to whom paragraphs in the daily papers are devoted. Phyllis is a youthful actress who was cast for a part in Mr. Galsworthy's new play. A benevolent magistrate, however, refused to allow her to remain at the theatre later than ten o'clock. The hour for the curtain to rise has therefore been altered, and London must dine earlier than it likes in order that Phyllis may get a proper allowance of sleep. The case brings up again the question of the employment of children on the stage. Such employment must, no doubt, be watched, and the children safeguarded by regulation, but it would be a great mistake to prevent it or harass it out of existence. It is a deviation from the normal type of education, and, in a world which is more and more regulated by Government Departments, any deviation from the normal which is not clearly mischievous ought to be cherished. Every child must be educated, but all children need not be forced through the same mill or turned out to the same pattern. Artistic talent knows no law, laughs at codes, and snaps its fingers at schoolmasters. It is rare enough in this country, and, when we find it, we may well give it a chance to grow in its own way.

Amendments of the Act of 1902.
THE address of Mr. W. A. Brockington on "Desirable Amendments of the Education Act, 1902," before a special meeting at the N.U.T. Conference, is well worthy of careful reading. He recommends a reduction in the number of autonomous education areas of small population and the abolition of differential rating and the 2d. rate limit for higher

education. Attention is also drawn to the difficulties surrounding the appointment of teachers under the dual system of provided and non-provided elementary schools. As to the distribution of State grants, he asks for a system which will give not only to those who have spent well, but to those who have spent wisely and well. "The grant should be based on the number of children in each area, but it should be adjusted to the rateable value of the area, and it should be a Block grant."

THE Head Mistresses' Association have adopted some very sensible recommendations in regard to the status of senior assistant mistress in mixed secondary schools with head masters. Without discussing the whole question of co-education, we may admit that the arguments contained in the preliminary statement carry conviction as to the need for reform. In the schools referred to, the number of which is tending to increase, it is recommended that the senior assistant mistress should be a woman of full academic and professional qualifications, and should be given a defined status and responsibilities and a corresponding salary. She should share in the teaching of the higher forms, and have sufficient spare time for personal communications with the girls of the school and their parents. We are interested to note that women teachers appear to agree generally that girls should be allowed to work more slowly than boys, and should therefore take corresponding examinations at a somewhat higher age.

THE deputation to the President of the Board of Education, to urge the grant of a charter for an East Midlands University at Nottingham, received a sympathetic hearing. Mr. Pease does not believe we have enough Universities, but he pointed out that the way charters for new Universities have been obtained in recent years has been through the evidence of enthusiasm shown by generous benefactions from local people. He cited the case of Reading, which in this way is justifying its claim for a University charter. Larger State grants would, he hoped, soon be available for London in particular, and for other Universities. Meanwhile he urged the Duke of Portland and the other members of the deputation to secure local support for their proposals.

TWO new claimants for special commemorations in schools have appeared, in addition to Empire Day. These are May 1, consecrated by the workers of the world for demonstration purposes, and May 18, "Peace Day," celebrating the first sitting of the Hague Conference. The School Peace League wish this day to be used for instilling in school children elementary ideas of what Lord Haldane has called "higher nationality." Lord Hill, at the London Education Committee meeting at which the representations of the Peace League were discussed, thought that the idea of combining Empire Day and Peace Day was worth considering. We presume that head teachers would take their choice whether to emphasize the military or the pacific aspects of our Imperial responsibilities.

A QUESTION which has arisen at Birmingham is of more than local interest. It is whether the parents of elementary school children competing for free places

How to keep Free-placers.

in secondary schools should be required to accept an obligation to allow their children to remain at school for four years, before the child competes or after he is declared to have qualified. Opinion on the question was fairly evenly divided, but in the result it was decided to approach the parents after the success of the child, the idea being that the parent would be at that time more readily disposed to make the necessary sacrifice. There is in Birmingham a very laudable ambition to make the free-place system effective for securing secondary education for poor children. The numbers qualifying for the privilege from various schools show that under present conditions many children of ability pass through the net.

IN the *Nineteenth Century* for April Prof. Marcus Hartog returns to the question of scholarships. He is against the imposition of any property disqualification, mainly on the ground that the income of a parent is no test of his ability to send his son to the University, and also on the rather specious plea that a student who cannot live in ease and comfort is handicapped and prevented in running the race. His main plea is for the foundation of funds, either by public endowment or private benefaction, to be placed in the hands of heads of colleges whereby the incomes of deserving students might be supplemented. These "Thoughts on Scholarships" are somewhat rambling and inconclusive, and before criticizing we must wait for the Report of the B.A. Committee appointed in 1912, of which Prof. Hartog is Secretary.

THE sinister legend which makes the apple the forbidden fruit,

Whose mortal taste
Brought death into the world
And all our woe,

has never sensibly affected its popularity as an article of food. It is well that it has been so, for we owe more to the apple than we think. Dr. Sims Wallace declares that the eating of apples is an excellent thing for the teeth: they leave the mouth physiologically clean. So, if the apple has helped to wreck our souls, it has at least done something to save our teeth. Dr. Wallace advocates a diet of brown bread and fresh fruit for children as a preservative against dental decay. He holds the appalling opinion that there are twenty-one millions of teeth in this country ruined by sweets! Viewed as a proportion, however, the number of decaying teeth gives a milder shock. About 10 per cent. of the children who enter the London elementary schools have really bad teeth. Poverty here has its compensations; the poorest children are not dentally the worst off; the coarse food that they get is supposed to strengthen their molars.

Children's Teeth.

TECHNICAL EDUCATION.—Mr. Len. Godfrey has been appointed instructor of the Mess-room Classes held among the workmen engaged in erecting houses for the co-partnership societies that are developing the Hampstead Garden Suburb. He gained much experience at the London Polytechnic, and subsequently on the Hampstead Garden Suburb saw opportunities of encouraging the men actually engaged in building to methods of scientific precision in place of the old rule of thumb. Last winter the Co-partnership Tenants Housing Council paid the fees of over two hundred workmen attending classes at the evening classes near their federated estates, and the institution of Mess-room Classes will keep up the interest till the next session.

LOCAL AUTHORITIES.

The Departmental Committee. If the recommendations of the Departmental Committee on Imperial and Local Taxation, in so far as they affect education, are adopted, it will not impose a serious additional burden upon the Exchequer, and it will give some much needed relief to Local Authorities. The net increase of Government subventions in respect of elementary education is estimated to amount to something over £2,250,000, and the basis upon which it is recommended the grants for elementary education should be calculated appears to be equitable. Consideration will be given not only the number of children in average attendance, but also to the total expenditure and the special circumstances of areas with a large number of small schools. Of more importance still, perhaps, is the proposal to abolish "special areas of charge for elementary education." This will render comparatively easy many needed alterations and improvements in school accommodation which are now difficult, if not impracticable. As regards higher education, there is no additional subsidy contemplated, although it is suggested that the residue grant should be replaced by a grant of approximately equal amount, to be distributed in proportion to the net expenditure of the Local Authorities concerned.

Assistance where needed. THE effect of the recommendations, if carried out, will be that a county such as Herefordshire, where the produce of a penny rate is fairly high and the expenditure relatively low, will obtain little or no advantage. On the other hand, an area such as Durham, where a penny rate yields only 2s. 1d. per child and the expenditure is heavy, will obtain substantial relief. Moreover, the general principle will be recognized that as expenditure increases the Government contribution will increase—at any rate, to the extent of 40 per cent.

London Junior Scholars. IN his valuable report on the examinations held for the award of Junior County Scholarships in London, the Chief Examiner states that the results generally confirm the view which he expressed last year to the effect that "a written test is not unsuited to these young children." The twenty thousand candidates are selected from about seventy thousand children between the ages of ten and eleven years, and the questions are designed to discover ability beyond the average. It is quite possible, therefore, for children to be well taught and yet obtain low marks "if their innate intelligence is below the average." It is pointed out that of the 20,000 candidates 3,900 boys and 2,463 girls obtained more than half marks. As the question papers indicate, this level of attainment means that the children were able, without assistance, to solve a series of problems in arithmetic and to satisfy a searching test in English. In this competition no scholarship can be won by the mere reproduction of memorized knowledge. The scholarship winners have shown themselves to be capable as well as well trained.

Arithmetic and English. THE Report is extremely interesting, and indicates the care and thoroughness with which this important process of selection is conducted. "It is somewhat the fashion," says the Chief Examiner, "to depreciate the 'finicking' accomplishments of reading, writing, and arithmetic. Rather should these arts be regarded as instruments of civilization. When a large proportion of the population can use these instruments the nation is recognized as a civilized one. The general impression which I have formed from this examination is that the children of London are trained to use these instruments, and that at the same time there is increasing recognition that this work is subsidiary to the development of the moral and intellectual powers. Unless I am mistaken, the next generation will recognize its debt to the growing intellectual endeavour in the primary schools of to-day." Some entertaining examples are recorded of the child's unconscious humour. One of the questions was concerned with London's water supply, and a list is given of 87 variant spellings of "reservoir," which merits the attention of phoneticians and advocates of reformed spelling. Most of the renderings indicate that the children have had their ear for the spoken word well trained. But there are exceptions. A boy wrote: "These pipes lead to what we call a viceroy; this viceroy is filled with water." The water was frequently stored in a "system" and released by a "tape." The following quotations, it is suggested, are significant of the unpopularity of water in too many of the poorer homes. "Some of us drink it"; "Water has a lot to do with drinks,

and teetotalers have very little to drink"; "When people have no money to have a drink they go to the tap and have a drop of water."

Durham. AT the last meeting of the Durham County Education Committee it was agreed that for the future, in connexion with the secondary schools maintained by the County Council, there shall be no compulsory external examinations of any form the average age of which is under sixteen years. This decision will affect the previous regulations applicable to present and future holders of County Junior Scholarships, no one of whom will be required to pass any University Local Examination before reaching the age of sixteen years unless the head master or head mistress of the school should desire it.

Somerset Senior Scholars. THE Somerset Education Committee has prepared an interesting, and reassuring, return concerning the subsequent careers of holders of Senior County Scholarships. Twenty-five of the thirty scholars, it appears, were enabled by means of the Committee's system of scholarships to pass from a public elementary school to a University or a University college. As a whole, the return is very gratifying—a result which is due, in part at least, it is suggested, to the Committee's policy of awarding scholarships of any grade only when candidates of really satisfactory merit present themselves. The particulars given of the distinctions gained by the scholars and their present occupations indicate that the policy of the Committee has been abundantly justified. The Committee is entitled to record with pride the brilliant achievements of one of its scholars, who is now the Director of Cambridge Observatory.

Stoke-on-Trent Technical School. THE new Central School of Science and Technology at Stoke-on-Trent, opened by the President of the Board of Education last month, is an admirable example of municipal enterprise which should prove of great value to the industries of the pottery district. The institution has been established jointly by the Staffordshire County Council and the Borough Council of Stoke-on-Trent, and is estimated to cost about £30,000. One of the objects of the school will be to undertake the work of research into the nature, constitution, and properties of different clays and related minerals, and also into the possibilities of obtaining a leadless glaze. The results of such investigations will be of more than local interest. It is gratifying to note that the manufacturers in the district have manifested their active interest in the new school by contributing a sum of £1,500 towards the efficient equipment of the pottery department, while the colliery owners have subscribed a like sum towards the mining section.

Glasgow. MEMBERS of County Councils are beginning to feel that, if they are placed upon the Education Committee, they have little time to devote to other departments of local administration. They are probably right, and this fact is perhaps the strongest argument of those who desire the election of education authorities *ad hoc*. The report of the School Board of Glasgow (which, of course, is elected for the special purpose) indicates the amount of work imposed upon a zealous Authority. In addition to the Board, there are eleven standing committees and two special committees, each with their clerk. The Board is also represented on some twenty-six bodies concerned with educational work in the city. An interesting table shows the annual cost per scholar since 1878. In twenty years the cost has increased from £2. 5s. 9d. to £4. 14s. 1d.; the charge for teachers' salaries having gone up in that period from £1. 10s. 3d. to £3. 10s. 7½d. These figures do not include payments in respect of loans or the cost of administration.

Continuation Classes. IN connexion with the compulsory attendance at continuation classes it is stated that an increasing number of pupils prolong attendance at the day school, beyond the date at which they are entitled to leave, in order that they may reach the standard of attainment necessary to free them from compulsory attendance at continuation classes. There is now evidence that many young persons who would otherwise have ceased learning at a low point of attainment on leaving the day school, are profiting by the instruction given in the classes. On the other hand, there is no evidence as yet to show that pupils who have passed the period of compulsory attendance at day school, or at classes under the By-laws, have realized the importance of continuing voluntarily and without a break their education in suitable continuation classes.

A PERUSAL of the fourteenth triennial report of the Govan Parish School Board leaves the impression of efficiency and thoroughness in administration. Since the establishment of the Board thirty-four schools, accommodating 40,924 children, have been provided, and an interesting table shows the cost of each school, the increase in the amount expended per school place in recent years illustrating the change in opinion which has gradually come about as to what is necessary for the benefit of the children. The teaching staff consists of 308 men and 568 women. Of the former, 140 are University graduates, while a considerable number have nearly completed their course of study for a degree. The expenditure on teachers' salaries is steadily growing, chiefly on account of the more liberal scale upon which they are paid. The remuneration appears to compare very favourably with the rates paid on this side of the Border. Head masters of schools under 1,000 receive from £250 to £370; over 1,000, £250 to £420. Second masters in secondary and intermediate schools and in supplementary centres, £120 to £280; second masters in elementary schools £120 to £260; certificated assistants, £95 to £180. Women certificated assistants rise from £70 to £130, and qualified teachers in secondary departments to £160. During the past ten years the amount expended on teachers' salaries has increased from £63,785 to £112,489. During the same period the number of pupils on the roll increased by about four thousand.

TWENTY years ago, on an assessable "rental" of £729,198, the school rate was 9d. in the £1; ten years ago it was 1s. 0½d.; last year, with an assessable rental estimated at £1,297,997, it was 1s. 9½d. The amount per scholar paid for teachers' salaries is now £3. 12s. 11½d.—something more than Glasgow—and the total cost per scholar £4. 11s. 3½d. The Board have not taken advantage of the power conferred upon them by the Act of 1908 to frame by-laws for compulsory attendance at continuation classes for young people under seventeen whose standard of education is not otherwise satisfactory, but they make it a condition of exemption from day-school attendance before the age of fourteen that all scholars so exempted shall attend continuation classes until they reach the age of sixteen. The Board have also appointed a special officer whose duty consists in visiting all scholars leaving the day schools, and advising them as to the classes they should join. Of the pupils in the parish who left school, and whose employment did not preclude their attendance at continuation classes, 57 per cent. were enrolled.

SCIENCE NOTES.

AMONG recent Parliamentary papers are "The Estimates for Education, Science, and Art." After the appeal made by Sir Archibald Geikie for increased financial support of the Royal Society, an appeal based on the direct value to the Government of the work done by the Society, it is instructive to note that the proposed grants for 1914-15 represent a net decrease of £11 on the amount voted last year. They include the grants for the Aeronautical Section of the National Physical Laboratory; otherwise the decrease would be £3,411. The only possible explanation of the meagre encouragement given to research can be found in pure ignorance of scientific work on the part of all but a feeble minority in the House of Commons.

THIS ignorance of scientific work on the part of our rulers is a national weakness, and we are constrained to ask what efforts are being made by teachers, head masters as well as science masters, to combat the evil. It is notorious that in some of our greatest public schools the science work is hopelessly starved—not in money, but as regards the allowance of boys' time. Some head masters admit that more should be done, but science is not popular with the parents! So far as the class from which most M.P.'s are drawn is concerned, we are in a vicious circle. We wish the Association of Public School Science Masters would institute an inquiry into the provision of opportunities for science work in the case of boys who are *not* competing for science scholarships or required to take chemistry or physics for Army entrance. How many fail to get the two years' scientific training regarded as a minimum by the Public Schools Commissioners?

MR. T. M. P. HUGHES has hit upon an extraordinarily simple device for approximating to within one part in four million in the quadrature of the circle. Draw a right-angled triangle with the shorter sides in the ratio 23 to 44. Apart from errors in drawing, the area of the circle circumscribing the triangle will be equal to the square on the 23 side to the astonishing degree of accuracy already mentioned. It may interest a class to make a 23 : 24 set-square and apply it.

AT the last Annual Meeting of the Public Schools Science Masters' Association the members present were greatly interested in a gyroscope mono-rail car exhibited by its inventor, M. Pierre Schilowsky. His Excellency has generously presented a working model to the South Kensington Science Museum, so that anyone can now inspect every detail—a privilege which few inventors permit to the public. Sir George Greenhill is one of the believers in the future importance of the gyroscope, and we are glad to hear that the South Kensington authorities are enlarging the number and range of their models.

VIEWED under a low power of the microscope with dark-ground illumination, *Spongilla lacustris* is an object of beauty. To those responsible for the care of the Cardiff Waterworks this sponge has appeared in a less favourable light. To prevent the blocking of pipes and chambers in connexion with the filter-beds, resort was had to strong brine, with successful results, from the engineer's point of view.

DURING May Mars will be advancing through Cancer, being in Praesepe on the 13th, when the planet and the famous naked-eye cluster will afford a glorious view through a low power with a small telescope, given such fine evenings as have prevailed during the latter half of April. On the 20th, shortly after 5 o'clock in the afternoon, the planet will be occulted by the Moon, and there should be no difficulty in observing this in clear weather, despite the daylight. Unfortunately, although the altitude is good, Mars is receding at a rate which is rapidly reducing the size of the disk.

SCHOOL CONDITIONS IN THE SIXTEENTH CENTURY.

MR. ARTHUR F. LEACH has edited a Collection of Documents illustrating the course of educational progress in the city of Worcester.* Another name associated with the volume is that of one of the most distinguished of living ex-Head Masters, the Rev. Canon J. M. Wilson, who is the present Librarian of Worcester Cathedral, and in that office has readily brought his educational enthusiasm to bear, in the collection and investigation of the educational documents, and references bearing on schools and other institutional aspects of education, to be found within the Cathedral or elsewhere in Worcester. The volume, therefore, may be safely regarded as comprehensive. It is certainly of high interest. For Mr. Leach, in his substantial introduction, has made the publication of the Collection of Documents not only the occasion for an inclusive sketch of the different types of education prevalent in Worcester, but also for an illuminative discourse on many topics of educational progress in England, of especial value in the pre-Reformation periods, which are, of course, the very times of which we know the least. We get an insight into the connexions established by the Worcester Priory with the University of Oxford, and rarely has there been provided so complete an account of the financial arrangements of the scholar-monks sent from a provincial centre to the Univer-

* "Documents illustrating Early Education in Worcester, 685 A.D. to 1700 A.D." Printed, for the Worcestershire Historical Society, by Mitchell, Hughes, & Clarke, London, W. (1p. xc, 341, 4to.)

sity each year, and Mr. Leach has given further details drawn from his rich stores of knowledge to illustrate this, as well as other of the early educational activities of Worcester. He draws our attention to the establishment of a public library and public lectures in the city in pre-Reformation days. In the more specifically school history he tells us, with graphic touches, the origin of the Feast of St. Nicholas, and the ceremony of boy-bishops, and shows us the significance of disputes between the schoolmaster and a parish rector over the remains of the wax candles used in the celebration. He gives details of the old custom of cock-fighting in connexion with schools, and, as far as Worcester is concerned, shows us when Declamation Days and the giving of prizes first began. He makes clear to us the different types of education obtaining in a city in the Middle Ages, and in this volume he gives as complete an account as we have seen of an old almonry school of a monastery and its evolution—into a song school.

But most important of all the topics discussed in the Introduction, guaranteed in full by the reproduction of the original documents, is the account of the two schools in Worcester, the Cathedral Grammar School and the Town Guild School. From the title of the volume the reader might be led to expect that the old Grammar School could be traced back to 685 A.D. In his heart of hearts, no doubt, Mr. Leach believes he has done this, for he gives reasons for dating back the bishopric of Worcester to 685 A.D., and by an easy inference claims: "As the erection of a bishop's see carried with it the erection of a school, *we may therefore date the school from 685 A.D.*"

But for this early date there is no direct evidence. As Mr. Leach himself informs us, "The first definite document dealing with Worcester Grammar School is connected with the year 1291 A.D." The documents reproduced by Mr. Leach, however, establish the continuity of the school for the last six centuries or more. The second Worcester school—what may be called, in contradistinction to the Cathedral School, the Town School—was founded in connexion with "The Guilde or Fraternitie of the Holly Trinitie within the parishe of Saint Nicolas." The Holy Trinity Guild was "established and confirmed by letters patent from King Henry IV," but the exact date of the foundation of the school by the Guild is unknown. It is clear, however, that it was long before the time of the Reformation, for in the certificate of King Edward VI's Commissioners in 1548 it is stated that a school had existed "tyme out of mynde," and, further, that it had been "kept in a grate hall" belonging to the Trinity Guild. We see, therefore, that medieval Worcester possessed two schools, the Cathedral Grammar School and the Town Guild Free School. In other words, the one was a secondary school and the other an elementary school.

Coming to the sixteenth century, Mr. Leach is able to supply full details as to the scope and aim of each of these schools, and in the case of the Grammar School to supply an account of the curriculum in full. To take the Town Guild School first. This was known as the Free School, and traces its history continuously up to the present time. It is, however, now known as the Royal Grammar School, in distinction to the Cathedral Grammar School, now named the King's School.

It was in 1561 that the Free School was refounded by letters-patent issued by Queen Elizabeth, under the advice of Lord Burleigh, at the request of the inhabitants of Worcester. The object of the institution was stated: "That from henceforth for ever it be and shall be, one School for A B C and grammar, for the teaching, erudition, and instruction of children, to teach and instruct them to read and otherwise, in good learning and manners to be taught and brought up as of old time it hath been used in the said city, which shall be called and named the Free School of the City of Worcester, for education, erudition, and instruction of children." In 1547 this school had over a hundred pupils.

Such a statement clearly differentiated the "Free School" from the Cathedral Grammar School. Worcester was particularly fortunate in having very full regulations for the Cathedral School supplied in the Statutes for the refoundation

of the Cathedral Church by King Henry VIII in 1544. For, though statutes were drawn up and sent to all the Cathedrals, yet, as Mr. Leach points out, Worcester was unique in the fullness of the articles referring to the conduct of the Cathedral School. In the words of one of the statutes:

That piety and good letters may in our Church aforesaid for ever blossom, grow, flower, and in their time bear fruit for the glory of God and the advantage and adornment of the commonwealth, we decree and ordain that there shall always be in our Church of Worcester . . . maintained out of the possessions of the Church forty boys, poor and destitute of the help of their friends, of native genius as far as may be, and apt to learn.

Mr. Leach points out that, though there is the limit of forty to be Foundationers, there is no limit placed on the number of paying pupils. The conditions of entrance were "reading, writing, and the first rudiments of grammar." School education was to continue for four years, in which was to be expected that the boys would attain "a moderate knowledge of Latin, and *have learned to speak and to write Latin.*" The age of admission was limited to those who had completed the ninth year and had not passed the fifteenth year of age. Slow and stupid boys, and boys to whom learning is "abhorrent," are to be expelled, and others substituted, "lest a boy like a drone should devour the bees' honey." The head master was to be "learned in Latin and Greek, of good character and pious life, *endowed with the faculty of teaching.*" The same requirements were to be made of the usher, excepting that the qualification in Greek is not named. If any master proves "idle, negligent, or unfit to teach, after three warnings," he is to be dismissed by the Dean and Chapter.

It is especially noteworthy that the staff and pupils are constituent members of the cathedral organization. The head master is to receive annually £15. 2s., the usher £6. 5s. 10d., and each boy 1s. 8d. annually, whilst minor canons of the cathedral received £10, and the deacon and the sub-deacon £8. Moreover, for all of these a common table was to be provided at the cost of the Foundation, though this provision did not come into operation. All of them, masters and boys, as well as the minor canons, received grants for cloth to provide themselves with proper liveries, &c. The Dean was responsible for the delivery of everyone's share of cloth, and it was required that this should be done in sufficient time before Christmas so that all "may celebrate the birthday of our Lord Jesus Christ with new clothes and new minds." The head master of the school, as Mr. Leach remarks, occupied a position after the Canons, but before the Vicars Choral or minor Canons. The usher was next below the minor Canons. Further, the masters could, and did, hold sometimes simultaneously livings and minor canonries, and were able to levy tuition fees from non-foundationers.

The following is a summary of the curriculum laid down by statute:—

There is the arrangement into six Forms of which the Master takes the three higher, and the Usher the three lower. The conditions of entrance are defined—viz., to read readily, to know by heart (in the vernacular) the Lord's Prayer, the Ave Maria, the Apostles' Creed, and the Ten Commandments. Those who do not know any Latin grammar are to be placed in a preparatory class, where they will learn the accidence of nouns and verbs.

Form I.—To learn by heart the rudiments or grammar in English. It will be remembered that the Latin Grammar of Dean Colet and the earliest form of Lily's Grammar were in English. It was only later in the sixteenth century that Lily's Grammar (in Latin only) became the sole textbook. The boys in the first form were to learn to put together the parts of speech, to turn short phrases of English into Latin, and other easy constructions.

Form II.—To know the genders of nouns and the inflections of verbs in Latin. To study Cato's verses, "De Moribus," Aesop's Fables, and some familiar colloquies (of these, Erasmus, Vives, and Mosellanus had provided well known textbooks)

Form III.—To duly decline nouns and conjugate anomalous verbs, so that they are perfect in all changes in nouns and verbs. These boys are to be thoroughly familiar with Terence's Plays, with the Eclogues of Joannes Baptista Spagnuoli, the Mantuan (often called the second Virgil, and even sometimes considered by his eulogists to be a greater poet than the author of the Aeneid).

The above classes were to be under the usher, who was to enter the school at 6 a.m., and, after saying the prescribed prayers, to practise his scholars in the accidence, and daily to dictate English sentences for exact translation, and careful writing in their parchment note-books.

Form IV.—Latin syntax. To be practised in the writings of poets and familiar letters of the learned (*doctorum*). Evidently neo-Latin authors, therefore, were studied to some extent.

Form V.—To be instructed in the figures and canons of making orations (as, for instance, in the scheme of Mosellanus) and the rules for making verses. To be practised in making verses and elaborating themes. Then to work at translating the finest poets and the best historians.

Form VI.—To study the formulæ of the "De Copia Verborum et Rerum" of Erasmus. To learn all variations of speech in every mood, so as to speak Latin with such facility as is possible for boys. They are also to cultivate a taste in reading Horace, Cicero, and other authors. At the same stage they are to compete with one another in declamations, so that they may develop good powers in argument before leaving school. Every other day, throughout these classes, English is to be translated into Latin, and changed into as many different renderings in Latin as possible.

The head master is weekly to examine every class throughout the school, once, twice, and three times. "If, after testing them in every way, he shall find any to be slow and wholly strangers to the Muses, he shall warn their friends faithfully not to let them continue them in their studies, wasting their time in vain, and shall then fill their places with other boys. Industrious boys, on the other hand, are to be promoted at least three times a year, after consultation with and in the presence of the usher in those classes under the charge of the latter. The hour of coming to school for boys and the usher was 6 a.m. (For the head master the relaxation was allowed of appearing at 7 a.m.) The end of the afternoon session was 5 p.m. But the boys were to return from 6 to 7 p.m. for repetition and saying lessons to older boys more forward in learning what has been learned in the day (masters being also present).

Throughout there is insistence on the speaking of Latin. Even in the lower, as well as the higher, forms, usher and master shall endeavour to teach their pupils to speak openly, eloquently, and distinctly in Latin, "keeping due decorum both with their body and their mouth." Whether in the school or out of it, in class or in the playground, "they shall never use any language but Latin or Greek." The period of four years is the specifically assigned course for the accomplishment of this, and it is clear that the method of teaching was intensive. There is no mention of the teaching of any modern language, of any mathematics, nor, of course, of any science; but the method of Latin-teaching, which involved spoken Latin as well as written Latin, at least provided the educational discipline which we now look for in the teaching of a modern language. For at least it was intended that exact pronunciation and careful elocution were to be developed. But even for this intensive culture and accompanying neglect of other subjects four years seems a small allowance of time. Perhaps it should be pointed out that the school hours each day were half as long again as at present, which would for the modern equivalent number, spread over six years. But, take it as we will, if results were in any degree comparable with the requirements of the statutes, there is room for amazement at what was expected in a four years' secondary school course. Nor was the idea of connexion with the Universities a slight provision. From the Cathedral funds twelve Exhibitions were to be maintained at the University. There was thus a complete "ladder" from the town guild school to the Cathedral grammar school, and by these Exhibitions to the University, and we know how strenuously Archbishop Cranmer supported the plea for choosing poor men's children to be Foundationers. Mr. Leach quotes the well-known passage:—"Poor men's children are many times endued with more singular gifts of nature, which are also the gifts of God, as with eloquence, memory, apt pronunciation, sobriety, and so on, and also are more commonly apt to apply their study than is the gentleman's son, delicately educated."

JOTTINGS.

THE School of Russian Studies in the University of Liverpool has been in existence for seven years. The object of the School is to foster good relations between England and Russia in every possible way. The staff of the School consists of a Professor of Russian History, a Lecturer of Russian Language and Literature, and three Research Fellows. The members of the School include Sir Donald Mackenzie Wallace, Sir Charles Eliot, and all other eminent Englishmen who are interested in Russian affairs. The School has also two travelling students in Russia, a great number of translators, and a library of over four thousand volumes. It has an information bureau for English students wishing to take up teaching work in Russia. It also publishes a quarterly journal called the *Russian Review*, edited by Prof. Bernard Pares, the Hon. Maurice Baring, and Dr. Harold Williams, to which articles are contributed by the leading politicians and scientists of Russia and the chief authorities of Russia in England.

A DELIGHTFUL collection of Latin songs—ancient, mediæval, and modern—with music attached to each, has been published by G. P. Putnam's Sons (New York and London.) The editor is Prof. Calvin S. Brown. The volume contains ancient lyrics from Catullus and Horace; mediæval church hymns, such as *Dies Irae*, *Stabat Mater*, and *Veni, Creator Spiritus*; and the old Christmas Carols "*Caput Apri defero*," and "*In dulci Jubilo*." There are also such convivial songs as "*Gaudeamus igitur*," "*Lauriger Horatius*," and "*Mihi est propositum*"; folk-songs of the type of "*O Sanctissima*"; and lullabies like "*Dormi, Jesu!*" The Latin songs of the English schools and colleges are also given. The book contains, too, several renderings into Latin of popular English and German songs. Among the former are "*Rock of Ages*," "*God save the King*," "*The Psalm of Life*," and several nursery and nonsense rimes; among others, are Latin versions of "*Tannenbaum*," "*Die Lorelei*," and "*Die Wacht am Rhein*."

THE Froebel Society will again hold a Summer School for Teachers of Young Children at Broadstairs from August 1 to 22. Among the attractions of this year is a Practice Class in Eurhythmics conducted by Miss Findlay, a trained Hellerau Student. Inquiries should be addressed to Miss James, 7 Norfolk Mansions, Battersea Park, S.W.

THE Association for the Teachers' Study of the Bible, of which Mrs. Bryant is President, has already arranged several admirable courses. We would call attention to the latest, at St. Margaret's Church, Westminster, particulars of which will be found in our advertisement column.

AN official visit of teachers from Canada and Newfoundland to the mother country has been arranged by "Hands across the Seas" for next July and August. Visits to Oxford, Stratford-on-Avon, Edinburgh, and other places of interest have been arranged, and the entire cost of the tour (on the special steamers first and second classes will be thrown into one) will be well under £50.

THE REV. W. J. BARTON has been appointed to the Head Mastership of Epsom College in succession to the Rev. T. N. H. Smith-Pearse, who retires after twenty-five years of service. Mr. Barton has for the last seven years been an Assistant Master at Winchester College. He took a First in Classical Moderations and Greats, and holds the Oxford Diploma in Geography, with distinction in two branches.

BLUE BOOKS are proverbially dull reading, but the Board of Education Report for 1912-13 is enlivened by an historical survey of the training of elementary teachers from the beginning of the last century, which includes vivid recollections of college days by old students alive and dead. The general impression left is of a barrack-like life—Spartan but not unwholesome fare, dull lectures by teachers mostly incompetent, and no provision for social life or games. The wonder is that so many students survived the ordeal and retained a lingering affection for their old college. Nowhere has progress been more marked than in the comparative luxury and *Lernfreiheit* of the modern hostel.

THE alarming decrease in the number of intending teachers is frankly recognized. In 1906-7 there were 10,340 Pupil Teachers

and Bursars; for the past year there were 4,486. The main causes, too, for this deficiency are clearly pointed out, and the longer preparation required of the teacher, and the fact that he has to a very small extent shared in the general rise in wages and salaries. As Mr. Steer pointed out in his presidential address at Lowestoft, the average salary of the Certificated Teacher is for men £146 and for women £101. But the proposed remedies of the Board seem to us mere palliatives that may at most raise the entries by 5 or possibly 10 per cent. Then £10,000 is to be allotted to aid the initial cost of introducing maintenance allowances for Bursars. The scale of salaries proposed by the N.U.T. appears to us moderate and reasonable; but Mr. Pease stands aghast at it, and reckons that it would cost the country six and a quarter millions. A larger sum was found for National Insurance.

A FEW other items of interest may be gleaned from the Report. The number of secondary schools recognized as efficient is 1,008. Of these 896 are on the Grant List, and of the remaining 110, 39 were private schools. The full 25 per cent. of free places was not exacted in the case of 119 schools, and 58 of these were required to offer only 10 per cent. Five schools are in receipt of grants for educational experiments. The absurd practice of allotting grants to secondary training colleges by groups of five has been abandoned, but the amount has been reduced by £2 per unit. No school has yet applied for the grant offered for apprenticeship or student teachers, and under the present conditions we do not think that the Board will be burdened with applications.

AN important Conference on Further Education is being organized by the Teachers' Guild of Great Britain and Ireland, the Workers' Educational Association, and the Letchworth 1914 Celebration Committee. The present position and future development of Further Education in England, Germany, and America will be dealt with by experts. There will also be sessions dealing with non-vocational work; vocational work, including agricultural, domestic subjects; civics, and the training of teachers for the work of Further Education. There will be various Exhibitions of School Work, excursions, and a performance of "The Tempest" by the Letchworth Amateur Dramatic Society. Educational Associations are being invited to send Delegates to the Conference (fee 5s.). Information regarding the Conference may be obtained from the General Secretary, the Teachers' Guild, 74, Gower Street, London, W.C.

THE USE OF STATISTICS AND GRAPHS IN THE TEACHING OF GEOGRAPHY.

By M. C. MARCH, M.Sc.

THERE is no doubt but that the revolt against the old method of teaching geography by rote led, with the swing of the pendulum, to the development of a method which resulted in a vagueness of knowledge. For instance a child might quite well be able to give an account of the vegetation of the temperate zone, but, asked to compare the agricultural productions of Russia and France, he would be at a loss. This is, of course, far better than knowing the test of such productions for any country, but it would be better still if the child, knowing the productions of the temperate zone, should be able to say where those productions attain such importance as to form a considerable part of the revenue of the different States. For it should never be forgotten that, though the world is divided regionally from the geographic standpoint, yet practically the divisions are political.

Statistics.

This can be done partly by descriptions of the countries and the lives of the inhabitants. But this method can only be used for young children at later stages; it is too lacking

in definiteness to be useful. Later the knowledge can be acquired by the judicious use of statistics. For example, say, in taking the wheat production of the world, the main sources of supply can be given, with the amounts produced in million bushels. The numbers are probably valueless to the children as such, partly because they are so large and partly because it is difficult to visualize bushels. They can, however, be made of value by getting the children to represent the numbers graphically. This graphic representation not only reduces the unrealizable figures to dimensions within the mental grasp of the children, but also trains them in accuracy in measurement and in neatness.

The fact that statistics so handled are of use is shown by the children's questions. The following are three actual questions asked while the children were doing statistics of the world's production of the supply of foods and raw materials.

"You always hear such a lot about wheat-growing in Canada, but look where *it's* column comes. Why's that?"

"The United States has the biggest column for wheat and maize and cotton of any other country, and has a great many sheep and cattle, and lots of oats, and we have hardly any, and yet we are a very important country. How's that?"

"We get a lot of wheat from Russia. Why don't we get any from France and Germany? They grow a lot, and they're nearer."

In later stages this graphic representation of the figures is not always necessary, as the children have learnt to appraise their relative values.

By the judicious use of statistics, the children get a definite knowledge of what raises different products and in what proportion.

Graphs.

Graphs can be used also to give definiteness. This is particularly the case in the study of climates. Take, for instance, the comparison of the climates of St. John's, Newfoundland, and Edinburgh. The difference of range of temperature is much more rapidly grasped if actual temperature curves of the two places are drawn. Then the reason for the difference in the curves is at once sought for by the ordinarily intelligent child, and can be found by the child itself if it has a good atlas. Or, in studying the climates of Europe, from the point of view of rainfall, the fact that there are climatic regions can be found by the child, if rainfall curves are plotted for such places as Moscow, Edinburgh, Marseilles, Brindisi, &c. If these curves can be shown on the same diagram, their differences and similarities can be traced more readily.

In working out a monsoon climate graphs are especially useful. First the temperature curves can be plotted for such places as Irkutsk, Yakutsk, &c., with the temperature curve of Edinburgh to give a true standard of measurement. From these facts the children can deduce the effect of these temperatures on pressures and winds. Their deductions can then be verified by making them plot rainfall curves for typical places within the monsoon area. With these the rainfall curve of Edinburgh should be made for comparison.

When these facts have been really grasped, rainfall curves can be drawn for such abnormal places as Colombo, Trincomalee, and Madras. The different form of the curves from those of typical places is at once evident, and the reasons sought for and found.

That the children do appreciate the use of graphs is shown by the answers given by a form to a question asking them whether they liked doing graphs. Two children said: "I do, because they're easy and I like drawing; but they don't seem much good." The others said, in various ways: "Yes, we like them, because we can see the things; and it makes it so much easier to understand winds and things."

Besides making it easier "to understand things," these graphs, like statistics generally, if taken in moderation, do away with vagueness of conception, especially if used with graphs relating to the home district.

IDOLA LINGUARUM.

FRENCH.

By CLOUDESLEY BRERETON.

MACAULAY, in his essay on the War of the Spanish Succession, describes in a most humorous way how Lord Galway, who thought it better to fail according to rule than to succeed by innovation, drew up his troops at the Battle of Almanza according to the methods prescribed by the best writers, and in a few hours lost 12,000 men, 120 standards, all his baggage, and all his artillery. Now, this great illusion as to the all-sufficiency of hard-and-fast rules is not confined merely to the art of war, but it is to be met with in every art, including that of teaching. It is only under the stress of experience we learn that every rule has its exceptions, and one's strait-laced formulae assume the more elastic shape of principles. One recognizes, in fact, that dogma, when pushed to excess, is like the letter that killeth; but principles are living things, whose spirit must be the basis and informing element of our judgments. Not that an apprenticeship in rules and regulations is not an absolutely necessary stage in the development of the ordinary man or the average teacher. They represent in their most intelligible form the generalized and codified experience of his predecessors, be it in the art of life or in the art of teaching. In a word, they are the law, the grammar of the subject, with which only great geniuses can afford to dispense. Some people, it is true, either through temperament or lack of imagination or of insight, never get beyond this doctrinaire or conventional stage. All their lives they remain the willing slaves of some system or convention, whether the idol they worship be Mrs. Grundy, or Lindley Murray, or the fetish of compulsory Greek. But, with age and experience, every teacher worth his salt may hope to pass through this mechanical and doctrinaire stage to what I would call the artistic and creative stage, which does not reject the scientific stage, in which all seemed so neatly catalogued and classified and reduced to rule, but rather transcends or fulfils it. The teacher, in fact, serves, as it were, a probationary period under the law, a temporary bondage, if you will, in order to pass to the higher stage, which is that of perfect freedom. Such a stage is the very antithesis to anarchy or mere irresponsible whim. On the contrary, it is based on the conscious balancing of rule with rule and principle with principle, followed by a free choice. If we seem to break a rule, we do so, not out of caprice, much less out of ignorance, but with full consciousness, because in the final court of appeal we acknowledge, like Antigone in this particular case, the superior validity of some over-riding principle.

It seems therefore that it is essential for those who are followers to-day of the new method of teaching French to keep this view of things well in sight if they are to avoid the fatal error of allowing their teaching to become dull, uninspired, and mechanical. This alone can save us from a whole crop of *idola linguarum*. We must steadily bear in mind that many of our so-called rules and taboos are not sacrosanct dogmas, but only generalized forms of method, which we can transgress if we will, but *only* on condition of justifying our action, and still more our results. The first principles before us are the aims of getting the pupil to understand, to think, and to speak in the foreign language, as well as to appreciate its literature, its history, and those who speak it. Our test, therefore, for any rule, or rather for its application, depends on the question, Does it help or hinder on the whole the advent of any of these particular desiderata? When looked at from this standpoint, whether in language teaching or any other art, rules which apparently seemed so rigid and inelastic transform themselves into principles, which act as our

servants, not as our masters, as our counsellors and advisers, and not as our rulers. In a word, knowledge is transmuted into wisdom, and science becomes the handmaiden of art, or, to put it in its most general form, the technique handed down by the race is absorbed and transcended by the individual artist, whether he models his own life or that of the children of the nation, or, as in the case of the statesman, helps to shape his country's destinies.

It follows, then, that the ideal of the teacher should be to be above the law, but not outside it. Yet though in the modern language Pantheon there may be many idols, the present writer, iconoclast as he may seem to some, is not prepared to advise teachers to cease burning their incense at the usual altars unless they are proposing to renounce the idola they serve for something better. A man with a fetish is probably a better teacher than one with none at all. He at least has a working hypothesis on which to act, which, if it obscures from him certain truths, at least preserves him from palpable errors. On the other hand, some uniformity is necessary on practical grounds, and is, indeed, necessarily presupposed in theory by the possession of a common stock of principles. To take the simplest case. No matter how able a man may be, his liberty to use any particular textbook must be determined by the fact whether it fits into the general scheme of instruction drawn up by his colleagues; and the same is true of the line of attack to be followed in any particular school, since the educational unit is not the teacher's class, but the school as a whole.

So much for the spirit in which the teaching of French should be viewed. I will now pass to another besetting sin, which, though far less evident in the schools than heretofore, still dogs the steps of the teacher of truth, and, indeed, of the great majority of teachers. I allude to the insufficient attention still paid to developing and utilizing the child's activity. In the old heroic days of the reform especially the teacher, in his desire to *prêcher d'exemple*, imagined the more he held the floor and immolated himself before the form the better. Some pedagogical hierophants, in their frantic antics, irresistibly reminded one of the priests of Baal, while their audience not infrequently recalled the attitude of Elijah. Even when they succeeded in arousing appreciation in their pupils, it was what I would call a passive rather than an active appreciation—the appreciation of the connoisseur, and not of the artist. But the learning of a language is largely an art, and you might as well think of teaching people to play the piano by taking them to hear Paderewski. No doubt in the beginning the teacher must *prêcher d'exemple*, but none the less, from the very beginning, he must never let slip an opportunity of getting the class to do the work themselves so long as any member of it is capable of doing so. If one may use a rough metaphor to explain—while it is the function of the teacher to teach the pupils the game, and coach them in all its finesses, one must never forget that it is the pupils who have got to play and that they learn by playing. To put the point, then, in a paradoxical form, one would say that the ideal to bear in view is for the teacher to act as coach and umpire, and for the class to do the work.

Like all ideals, this is unattainable, but the principle is a sound one, and in language teaching particularly so, for the aim in language teaching is not merely the acquisition of knowledge, but also of power to use and express oneself in the language, and this can only be done by actual practice. Hence the desirability of getting the stronger wherever possible to correct the weaker, and of making the pupils question each other in revision work, or of allowing them to dramatize and perform the stories they read. Again, they may with advantage be divided up for competition into rival sets. This encourages the weaker members on both sides to do their best, as it makes their work count, since a small improvement on their part may decide the success of their side. Thus a corporate spirit may be produced in work, of each doing his best for his side, similar to that one finds in games, and in the spirit of the George Junior Republics. All this "team work" is in its infancy. Yet I am convinced it is one of

(Continued on page 320.)

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the best ways of creating a French atmosphere in the class, and of rendering the work *real* to the pupil, which is likewise a principle of prime importance. It can no longer be regarded as an *ἀγνώτος θεός* in our schools; it is still far from being held in the honour which is its due, in spite of the efforts of reformers, especially in such subjects as geography and history. I still think we have not yet fully grasped how difficult it is to make things *really real* to the average child, which is only another way of emphasizing the need of endowing them with life for him. We are still far from "getting into his skin." If what is real "sticks," then, judged by this severe test, there is still much for us to do in this matter in schools of all grades.

Again, in the teaching of French especially, I am convinced that the reality of the language can be excellently brought home to the pupils by encouraging them to read simple French books of their own accord out of school. Apart from the getting up of school plays, nothing is more likely to give the children a real feeling for the language. Of course such books should be as easy as possible, say, like the French translations of the "Books for the Bairns," and the children should not be expected to read them with an eye to puzzling out every grammatical difficulty, but for getting a liking and a feeling for the language.

Mere conversation on the text of a reader will not ensure the attainment of this sense of reality; one has, to one's amazement, come across children who could answer questions on the text—not as parrots, but knowing what they were saying—and yet had no idea of applying the same vocabulary to express their own ideas. These were extreme cases, but they show the narrow limits of utility of apparently intelligent fluency in conversation when exercised within a sort of watertight compartment. The parable of the ten talents is particularly true of the teaching of French. If the pupil is not perpetually encouraged to put his knowledge out at usury, he will keep it merely in a napkin for examination purposes.

One of the great problems of the future in education is the encouragement of originality. It seems to me the more we can get the child to work by himself and with his fellows, the more we shall train him to think and feel for himself.

On the other hand, do not let us be afraid of that bogey of modern times—learning by heart. Only let it be understood that learning by heart comes, at least in the teaching of French, after the process of learning by doing, and when that process has been gone through, I for my part am not only not averse but keen on committing the results to memory, be they words and phrases or grammatical facts, and also of adding to them other kindred phrases or grammatical information that the pupil is likely to require in the near future. The heuristic method, if practised alone, whether in science or language teaching, implies raising the school age to something approximate to the age of Methuselah. Short cuts are not only useful but essential, so long as we look after our *points de repère*.

And finally, let us take care that the ideals of one stage do not become the idols of the next, through their rank in the hierarchy of aims being insufficiently defined. Thus at the outset correct speech is the immediate aim. But none the less, phonetics is not the end-all and be-all of language teaching, but only a means to learning the language; and the language again, in its ultimate aim, is mainly ancillary to the study and appreciation of the foreign literature. Teachers should, of course, keep themselves fresh through holiday courses and home classes in accent and speech, and many of them do not fail to do so; but where I think less is done, or at least much more is possible, is in the reading of modern French literature. In this respect, the French teacher has a great pull over his classical colleagues, for modern literature, unlike classical, caters for all tastes and all interests. The tired teacher may not always be in the mood to read his Homer or his Racine, but he must be a tired modern language

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The following other subjects will be treated in the course of the year:—

ENGLISH LITERATURE AND LANGUAGE. **THE REFORMED METHOD:** Against.
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teacher indeed to whom an interesting French novel or an exciting French play does not come as an agreeable tonic. In this connexion, it may, perhaps, be worth the while of the Modern Language Association to start a circulating library of modern French fiction, and leading French publishers might be asked to contribute to it. It would probably pay them not only on patriotic but on business grounds.

Many of the *idola* pointed out in this article are common to the teaching of subjects other than French, though in several instances they would seem liable to exercise a special fascination on the teacher of French at the present time. The insufficiently equipped teacher must, as heretofore, follow more or less closely the beaten track of accepted method; but the really well equipped teachers, who are ever increasing in number, have no right to repose in dogmatic slumber. They can, and even should, be improving and adjusting the existing technique of the Reform Method. This is not a plea for Post-Impressionism in the teaching of French, but for well considered experiments on lines already laid down and accepted.

CORRESPONDENCE.

OXFORD RESEARCH DEGREES FOR WOMEN.

To the Editor of The Journal of Education.

SIR,—I had hoped that your Oxford correspondent would have drawn the attention of your readers to a Statute recently passed at Oxford by which women can qualify for research degrees in Letters and in Science, though they are not as yet admitted to the actual degree. The Statute corresponds very closely to that constituting the degrees

of Bachelor of Letters and Bachelor of Science, and the certificate for which women may become candidates is intended to be of the same standard as that which qualify men for these degrees. Candidates who have not taken a degree in Arts or Letters or Science at a University in the United Kingdom, or taken the degree course at Oxford or Cambridge, must provide evidence of a good general education, and all candidates must produce evidence of their fitness to enter upon a course of special study or research. A statement of the subject and nature of the proposed course must accompany the application, and must be transmitted to the Secretary of the Delegacy for Women Students, for consideration by the appropriate Board of Faculty, through the recognized society to which the applicant belongs or desires to belong. Only registered women students are accepted as candidates. The first woman accepted under the Statute belongs to the Society of Oxford Home-Students, and is a graduate of the National University of Ireland.

This Statute is the first step taken by the University to encourage research among women students, and it is hoped that it will attract to Oxford women who desire to obtain recognition for advanced work even though the recognition falls short of the degrees conferred on men.—Yours faithfully,

ANNIE M. A. H. ROGERS,

Hon. Secretary, Association for the Education of Women in Oxford.
Clarendon Building, Oxford.

EXAMINATION OF WOMEN IN ART AND MUSIC.

To the Editor of "The Journal of Education."

DEAR SIR,—It may be of interest to your readers to know that Convocation of this University has sanctioned an important change in the Regulations for the Admission of Women to University Examinations in Arts and in Music. It has now been decided that a woman who desires to substitute for Responsions (stated subjects) one of the Examinations specified in the Regulations must send in a certificate or certificates showing that in such Examination she has passed in (1) Latin and one of the following languages: French, German, Greek, Italian; (2) Algebra or Geometry; (3) Arithmetic, if that subject is included in the Examination. The important change lies in the fact that Latin is an essential subject in all certificates. It has, however, been agreed that all certificates

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OF all the gifts the year doth bring
I would not change for anything
Our holiday in early spring.
There's life and colour everywhere—
The earth, the sky, the very air.
We feel it even in the grip
Of trim, decorous park and street;
It whispers, "Give them all the slip,
And come where wind-swept hillsides dip,
And streams are swift, woods wild and sweet."
Scarce knew we all our need of grace
Until we met her face to face,
Nature, in her abiding place.
And pain, and pain it is to come
Where she doth speak, where we are dumb.
Hungered too long we ask not food,
And sickly view the feast outspread.
Her silence and her solitude
Like infants crave we for our good,
And sleep by her when we are fed.

Alas! to think that year by year
It is a harder heart we bear
To be refreshed, renewed by her.
And, thankless children though we be,

Have we but needs, the power hath she.
Well knoweth she of springs hid deep,
Of hopes forgot, of holy fears;
And, though we lull them fast asleep,
She bids them wake that we may weep,
And grow to laughter through our tears.

Of all the gifts the year doth bring
I would not change for anything
Our holiday in early spring.
In sloping fields the long-legged lambs
Lie, or run bleating to their dams,
Or race each other to and fro.
The rain sweeps by, the bare hills gleam,
Each budding twig is jewelled, and lo,
The hazels, catkin laden, glow
A golden beauty by the stream.

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THE FUTURE OF THE ROYAL COLLEGE OF SCIENCE, LONDON.

By AN OLD STUDENT.

IT is sometimes overlooked that the movement now in progress for the reorganization of the University of London originated in an attempt to develop teaching and research in applied science at South Kensington. Lord Rosebery's letter to Lord Monkswell, at that time Chairman of the London County Council, which was published in June, 1903, gave the first public announcement of a scheme for establishing at South Kensington a new College of Applied Science working "in close co-operation" with the Royal College of Science, the Royal School of Mines, and the Central Technical College. The cost of the College was estimated at £300,000, and it was announced that a large contribution had already been offered by Messrs. Wernher, Beit, & Co. Advanced teaching and research in technology were to be the main objects of the College. A board of trustees was proposed, including the late Duke of Devonshire, Mr. Arthur Balfour, Sir Francis Mowatt, the late Mr. (afterwards Sir) Julius Wernher, and the Vice-Chancellor and Principal of the University of London, together with representatives of the London County Council, should that body agree to support the scheme. After negotiations, in which Mr. R. B. (now Lord) Haldane took an active part, the London County Council was induced to promise conditionally an annual grant of £20,000 to the proposed College. It should be noted that these proposals were in no way antagonistic to any of the existing colleges at South Kensington. The College was to be a new institution, designed to fill an admitted gap in the organization of higher education in London, and to form with the other colleges at South Kensington a complete and harmonious scheme for scientific and technical education. As to the University, Lord Rosebery at the end of his letter expressed a pious hope that it might be possible to follow up this scheme "by taking further steps towards de-

veloping the University in such a fashion as to make it worthy to be the University of the metropolis of the Empire."

The reasons why the Chancellor of the London University became detached from these important proposals have never been divulged and need not at this hour be investigated. One suspects that their real author was Lord Haldane, for he reappears as a member (and later Chairman) of a Departmental Committee of the Board of Education appointed in April, 1904, by the President of the Board (Lord Londonderry) to inquire into the working of the Royal College of Science, including the Royal School of Mines. The Committee published a Preliminary Report in February, 1905, in which they appear as the foster-parents of Lord Rosebery's scheme. They recommended in effect that "the proposed College of Applied Science" should be one of a federation of colleges, which was to include also the Royal College of Science, the Royal School of Mines, and the Central Technical College, under a common scheme of government and administration. It was important, they suggested, that the interests both of Pure and Applied Science should be adequately represented on the body administering the new institution. The Report is somewhat vague as to the future development of the work of the Royal College of Science; but, on the other hand, there is no suggestion that the name or individuality of the College was in any way in jeopardy. The Committee stated that in their opinion it might "be necessary hereafter to limit the instruction [in the new institution] to the higher branches of both Pure and Applied Science," a restriction which may be required in any college as education advances.

On April 3, 1905, the Board of Education officially communicated to the Departmental Committee their support of the "scheme" outlined in the Preliminary Report. In reply to the inquiry whether "if it is found possible to establish a scheme such as we [the Departmental Committee] have sketched in outline, they [the Board] will be willing to allow the Royal College of Science (including the Royal School of Mines) to be brought into it under a common government and administration," the answer of the Board was in the affirmative.

During the following eight months, however, some new and disturbing influence appears to have been at work, for in a letter dated November 23, 1905, the Board in defining the financial and other assistance offered by the Government in connexion with the transfer of the work of the Royal College of Science refer to "a scheme for the establishment of a new School of Pure and Applied Science at South Kensington," for the purposes of which the buildings of the Royal College of Science an annual grant of £20,000 and other assistance were to be given, provided the School were established on lines approved by the Board. No reference is made in this letter to the idea of a federation of colleges under a common scheme of government and administration, which was a characteristic feature of the scheme outlined in the Preliminary Report. The dates of these transactions are of more than academic interest, for Mr. Alfred Beit by his will, dated April 18, 1905—soon after the publication of the Preliminary Report, but before the publication of the Final Report—gave to the "College of Technology (including Mining and Metallurgy) in connexion with the University of London" £50,000 and five thousand Preferred Shares of £2. 10s. each in the De Beers Consolidated Mines. Particulars of the will were published in the *Times* on July 21, 1906.

The Final Report of the Departmental Committee, in which the Board's letter of November 23, 1905, is reprinted, was published in January, 1906, and its recommendations, without substantial modifications, are embodied in the Royal Charter of the Imperial College of Science and Technology approved on July 8, 1907. The emphasis of the Final Report is unmistakably on the side of technical studies. Thus the purposes of the Imperial College are stated in the Charter to be "to give the highest specialized instruction and provide the fullest equipment for the most advanced training and research in various branches of science, especially in its application to industry. . . . For these purposes the

Governing Body, subject to the provisions of the Charter, are to carry on the work of the Royal College of Science and the Royal School of Mines, and may establish Colleges and other Institutions or Departments of Instruction."

Article VI of the Charter provides that the name and diploma of the Royal School of Mines shall be continued by the Governing Body, but no such provision is made in respect of the Royal College of Science. Indeed, Mr. McKenna, on May 30, 1907, clearly indicated, in reply to a question in the House of Commons, that the name of the Royal College of Science might be abolished by the Governing Body. The adequate representation of Pure Science on the Governing Body, regarded as "important" in the Report of the Departmental Committee, is reduced to one representative of the Royal Society, as compared with eight representatives of technical societies. Sir Alfred Keogh's evidence on behalf of the Imperial College before the Royal Commission on University Education in London is also to the point. Speaking of the purposes of the Imperial College, he said:—"We were established for the purpose of teaching the industries how valuable science is to them. . . . I think I may say the Governing Body as a whole hold that it was distinctly placed upon the Imperial College by the Departmental Committee to the exclusion of every other consideration. If it were not so, the Imperial College would never have been established at all." He went on to say that it was the declared policy of the College to get rid of the elementary students, and to do nothing but post-graduate work later on. Subsequently, when other representatives of the Governing Body of the Imperial College appeared before the Royal Commission, Sir Robert Morant drew attention to the inconsistency between such a policy and the explicit instruction given in the Charter "to carry on the work of the Royal College of Science and the Royal School of Mines," which, he pointed out, was as much an essential duty and purpose of the Imperial College as the development of post-graduate work. Towards the conclusion of a lengthy and somewhat severe cross-examination of the witnesses on this point, Lord Justice Sir Robert Romer, one of the Commissioners, stated that from a legal point of view the Governing Body were under an obligation to carry on the work of the Royal College of Science. "Minor modifications undoubtedly, but anything which would really change the nature of the School you have no power to do, and it would be changing the nature of it if chiefly occupied with pre-graduate instruction—it would be a substantial alteration in my view, if you changed it into a post-graduate system of education." In reply to this criticism it was suggested that it might be possible to obtain an alteration of the Charter. Further evidence of the ideals towards which the Governing Body of the Imperial College are working may be found in an advertisement of the College recently published in the *Times*, which stated that "the courses of instruction in the College are intended to prepare students for industrial careers in which scientific knowledge is an essential." Such a program, it need hardly be said, is a travesty of the past work of the Royal College of Science (which forms a large, and perhaps the most important part of the Imperial College), for the College has produced many teachers and investigators of both Pure and Applied Science, and also men who have gained distinction in many other professions. At one of the annual dinners of Old Students, Mr. H. G. Wells, who spent some years at the College, admitted that he was "just a sample of the Royal College of Science tailings."

The inference to be drawn as to the future position of the Royal College of Science in the educational organization at South Kensington appears to be fairly plain. The College ought to be given an assured position, with adequate guarantees as to the continuance of its name, its work, and its traditions, and also as to its management by a Committee sympathetic towards scientific education and the advancement of pure science, and competent to promote the interests of the College. A full recital of the reasons pointing to this conclusion need not be attempted, but as to the continuance of the name of the College, which is in no way guaranteed by the Charter of the Imperial College, reference

may perhaps be made to the special appropriateness of the attribute "Royal" as commemorating the magnificent work of the Prince Consort in the cause of scientific education. It was the "Prince Consort's Committee" which led to the foundation in 1845 of the Royal College of Chemistry, afterwards to be merged into the institution since known as the Royal College of Science. Sir Norman Lockyer, a former Professor of the College, in an address delivered at the College in 1898 on the history of scientific instruction, says of the Prince Consort, "From that year (1845) to his death he was the founder of our English educational renaissance, drawing to himself men like Playfair, Clark, and De la Beche; knowing what we lacked, he threw himself into the breach. This College is one of the many things the nation owes to him."

It may reasonably be hoped that the Departmental Committee of the Board of Education which is now considering the recommendations of the Royal Commission on University Education in London will adopt the suggestion that the Royal College of Science should have restored to it in some measure a separate individuality. In that event the question of the best means of promoting higher teaching and research in Applied Science will at once arise. One of the unfortunate results of the 1907 reorganization is that the governing body of the Imperial College, overburdened with other duties and obligations, have been able so far to do very little towards developing higher teaching and research in Applied Science, to the necessity for which the whole reorganization at South Kensington was due. A new building has recently been erected for chemical technology, and a professor and associate professor appointed; but the output of research on the industrial applications of chemistry and other sciences is so far negligible. Here the need for a special committee, able to bring the work into close touch with industrial methods and needs, is most apparent. It may safely be said that Applied Science will never make substantial progress in our Universities and Colleges unless the work is organized in special departments, Colleges, or Faculties, working in close co-operation with corresponding departments, Colleges, or Faculties in Pure Science. Mr. W. A. Caspari, in a well-informed article published in the *British Review* of November, 1913, speaking of the Pure Science Departments in our Colleges, says: "It is not the curricula that are at fault; it is the atmosphere, the habit of thought, the tradition; in the final analysis it is the personality and outlook of the teaching staff. For some mysterious reason the old scholastic view of education—science for science' sake—remains strongly entrenched in even the most modern of our chemical departments." The result of this last glorious fact has unfortunately been that, in the absence of special departments devoted to industrial applications of chemistry and other sciences, Applied Science, other than engineering, has not made much headway in our Universities and Colleges. The best hope for the future at South Kensington will be found in giving students a complete and thorough scientific training at the Royal College of Science in the inspiring atmosphere of Pure Science, and then to transfer those whose future lies in the industrial applications of science to a special College working "in close co-operation" with the Royal College—an Imperial College of Technology, which would also draw to itself highly trained students from other London Colleges and from Universities and Colleges throughout the Empire. In this way the position of the Royal College of Science would be assured, Lord Rosebery's original proposals would take definite shape, and the idea of a federation of Colleges, adumbrated in the Preliminary Report of the Departmental Committee of 1904, would be realized. Such a method of organization would not involve any wide departure from a reasonable interpretation of the provisions of the Charter of the Imperial College, and it would fit in well with the recommendations of the Report of the Royal Commission on University Education in London, in which a distinction is drawn between the work of the Faculty of Science and that of the Faculty of Technology. The City and Guilds Engineering College is at present administered by a special Delegacy and has its own Dean. It would take its natural place in the federation as an Engineer-

ing College; and similarly the Royal School of Mines as a Mining School.

In conclusion one may frankly admit that in any reorganization of educational institutions at South Kensington—or in London generally—difficulties are sure to be encountered. Certain qualities must be presupposed in all parties concerned if these difficulties are to be overcome. There must be a spirit of intellectual honesty which can deal with equal candour and impartiality with all the interests involved; and, more important perhaps, a spirit of chivalry, which will pay due respect to the traditions of institutions and the beliefs and aspirations of their *alumni*. "On the bleak desert of industry and contract it is the breath of a spring; on the grim loom and engine it is the touch of a glory; on the drilled and well appointed army it is the spark of devotion which is victory."

REVIEWS AND MINOR NOTICES.

A History of Greece to the Death of Alexander the Great.

By J. B. BURY, D.Litt., LL.D., F.B.A., Regius Professor of Modern History, and Fellow of King's College in the University of Cambridge. (Pp. 907. 8s. 6d. Macmillan.)

This is a new edition of Prof. Bury's well known history of Greece. It must be the most widely used history of Greece in this country. We see that since its original publication in 1900 it has been reprinted eight times. There is little doubt that it deserves its popularity. It is well written and interesting, in most respects eminently scholarly and admirably furnished with illustrations of coins and with maps. In this new edition the first chapter has been entirely rewritten. In 1900 Sir Arthur Evans was beginning the excavations in Crete, which have revolutionized our knowledge of the early history of the Aegean, and Prof. Bury now attempts to summarize the results of these discoveries. We notice with interest that he gives up the untenable idea that Greek came into Greece with the Achaeans, and holds that the civilization of places like Mycenae represents a Cretan overlordship of a Greek population. The Cretans were the castle-building Normans of the time. He is also influenced by the recent work of Dr. Leaf and Mr. Allen in finding much more historical fact in Homer than scholars would have dreamt of admitting ten years ago, and, like Prof. Myres, accepts the traditional date of the fall of Troy, 1184 B.C., as approximately correct.

The other important changes in this edition are the revised accounts of the battle of Plataea and of Salamis. Prof. Bury has, we are glad to see, given up his fantastical reconstruction of the former battle, and come back to something more like the account of Herodotus. The list of authorities at the end of the volume has also been brought up to date.

Prof. Bury's history is an excellent book for the beginner and stimulating and interesting reading for the student who knows his authorities, but it is by reason of one great defect a very bad book for the University student. The author continually departs from or supplements the accounts of events given in the original authorities, without saying when he does so, or making any distinction between what has and what has not authority behind it. No doubt for many readers it is better to have a consistently worked out history, in which they are not continually pulled up and reminded how much is knowledge and how much is conjecture. For the University student, however, one of the great educational advantages of Greek history is that the authorities are comparatively few and are easily mastered, and the student can learn more easily than almost anywhere else how to deal with authorities.

It may be difficult to write a history which should serve both the general reader, who does not want to be bothered with sources, and the student: but it has been done. E. Meyer, for example, has solved the problem admirably by intercalating paragraphs in smaller print, in which he quotes authorities and notices the difficulties which they raise. Grote discusses sources in the text and quotes them plentifully

in his notes. Prof. Bury does, indeed, in his notes at the end of the volume, give a list of authorities for the substance of each paragraph, and also refers extensively to modern books and articles, but he hardly, if at all, distinguishes either in the text or in the notes when he is following the authorities and when he is reconstructing them. He occasionally admits that we cannot come to any certain conclusion on a particular question, as, for example, in his account of Solon's reforms; but he seems to do that only when he himself has not made up his mind, and not, as he surely ought to do, whenever any certain decision between various alternatives is impossible. Take, for example, his account of the battle of Marathon. He describes how the Persians, after waiting at Marathon for some days, resolved to march round by Pallene, and detached a portion of their army to guard against Greek attack, all as if it was as certain as the fact that a battle was fought at Marathon—not a word to show that it is conjecture from beginning to end. Two pages later he refers to the incident of the shield, which he has not worked into his theory of the battle, though others have, as an unsolved historical puzzle, as though the question as to whether the Greeks only engaged with a portion of the Persian army, and if so, what the rest of the army was doing, were not just as great a puzzle. The consequence of this is that the student who has been brought up on Prof. Bury's history only learns with great difficulty to distinguish fact from conjecture.

If only Prof. Bury had taken his readers more into his confidence, his list of authorities, both ancient and modern, is so good that his readers would have had at one and the same time a stimulating reconstruction of Greek history and the means by which they could have discovered the material out of which the reconstruction has been made. We might thus have had the best history of Greece we are likely to have in English until someone translates Edward Meyer. As it is, students will get great profit from Prof. Bury's history if they come to him with a warning.

From Locke to Montessori. By WILLIAM BOYD.
(2s. 6d. net. Harrap.)

Books on Dr. Montessori, of which we have had too many, have been mostly written by partisans and admirers, beginning with Mr. Edmond Holmes, and these have provoked one-sided criticisms. Dr. Boyd, by considering her in relation to her forerunners, has raised the controversy to a higher level. "Nothing new under the sun" is the motto of the cover, but the author is careful to add that this implies no censure, that the highest form of originality may consist in new combinations and applications of ancient theories and principles, and he further urges that the Montessori Method must be judged not by the Children's Home at Rome, nor by the patent apparatus which is doomed before long to the lumber room, or possibly the Pedagogical Museum, but by the conceptions of child nature and nurture that inspired them.

In the first six chapters we have studies of Locke, Condillac, Pereira, Rousseau, Itard, and Séguin. Dr. Boyd has already given us the most complete account of Rousseau as an educationist that exists in English. Dr. Montessori ignores or disparages him, yet, as far as theory is concerned, we may say with truth, "Nihil est in Montessori quod non prius fuerit in Emilio." Of special interest is the account of Séguin, a name unfamiliar at present, but one that is destined to figure in every future history of educational reformers. Dr. Montessori is proud to call Séguin master, but, as Dr. Boyd shows, she ignores or misunderstands the underlying philosophy of his methods which she has adopted. "She recognizes in general terms that the training of body has ultimately a value for the life of spirit, but in practice she concentrates attention on the training of each single function without any concern about its place in the whole physical and mental activity."

Full justice is done to the distinctive merits of the system—the insistence on the individuality of the child and the substitution of free development for rigid drill and military discipline. The radical defect is no less clearly indicated. Dr. Montessori has never heard, or has forgotten, the ancient dictum of Aristotle that man is a political animal, no more

conceivable apart from society than a bee apart from the hive. Her child of Nature is a figment of the brain, and her life-spirit, her soul of the child, a mysterious entity, farther from fact than Wordsworth's child in the famous Ode. Nor is she consistent. The elaborate measurements of her "Antropologie" and her child-charts lead to nothing. In the Casa there is no difference of treatment between the sanguine and the lymphatic, the short and tall, the butcher's son and the charwoman's daughter. Again, when she tells us that in the Casa all ill-bred acts, or such as interfere with the interests of others, are of course corrected and suppressed, she shews her good sense, but throws her logic to the dogs. "To pick your own nose" or punch your neighbour's head is just as natural as to play with bricks in a corner. The child is part angel, as Wordsworth taught, and part ape, and the problem of the educated is to evoke the divine and to eradicate the apelike. The radical mistake of the Montessori system is that it barely recognizes the *divinae particulam aurae*, and is blind to the *veteris vestigia fraudis*.

On page 33 there is a confusing misprint, "trifling" for "stifling," and on the cover "Coudillac" for "Condillac."

Lectures on Dryden. Delivered by A. W. VERRALL.
Edited by MARGARET DE G. VERRALL. (7s. 6d. net.
Cambridge University Press.)

This course of Lectures, delivered in 1911 by the late Dr. Verrall as the first King Edward VII Professor of English Literature, existed only in notes, but these were so full and have been so skilfully pieced together by his widow that the reader, were he not informed, would not perceive their origin. Various causes determined the subject. First, that Dryden was a Trinity man; secondly, that he had fallen into comparative neglect; and, lastly, that his versification had hardly been studied at all, and that his misrepresentation of Aristotle had been exposed; yet the true theory of the dramatic unities had never been satisfactorily expounded.

There is little in Dryden for the exercise of Verrall's peculiar genius, his instinct for detecting and solving problems. The sense is generally plain, and there are hardly any corruptions of the text; but on page 116 there is one brilliant emendation: the transposition of a comma improves both the metre and the sense. Light is also thrown on several passages of the "Absalom and Achitophel," and the running comment on this poem, which forms the longest lecture in the volume, makes us regret that Dr. Verrall did not live to complete his projected edition. To the reader, the many lengthy quotations from familiar poems may seem unnecessary padding, but to his audience, who listened to the perfect elocution, they were better even than the comments.

The lecture of most permanent interest is, as we have hinted, that on Dryden's "Essay of Dramatic Poesy." It points out not only where Dryden misread Aristotle, but how he came to misread him, analyses the plots of typical Greek tragedies, to show how far they observe the canons of the Poetics, and deduces the essential characteristics of the drama for all time. Most of the critics who have treated this trite theme have written in their studies; Dr. Verrall seems, as we read, to be talking to us from the stalls.

Dr. Verrall brings to his task the first qualification of a critic. He loved his poet before he undertook to show that he is worthy of our love. His love, indeed, is this side of idolatry, and he does not hesitate to paint the warts. We are grateful to him for pointing out beauties in his verse that we had failed to notice, but we cannot accept his final estimate, or rank Dryden, as did Scott, the third in order of English poets, even with the added proviso that Wordsworth and Tennyson may, in the judgment of posterity, come to be bracketed with him. To classify great authors in order of merit is indeed a vain superstition; but if we must follow the lead of Scott and Gray and Dr. Verrall, we should put Dryden, as a writer both of verse and prose, almost at the top of the list, but as a poet we should award him only a second class. He has the *vis virida*, but he wholly lacks the quintessential element, "the sense of something interfused." Compare, for instance, his "Ode to St. Cecilia," which Dr. Verrall regards

as his highest flight, either with Wordsworth's great Ode, or (a fairer comparison, as the themes are the same) with Browning's "Abt Vogler." They move in different planes. Put beside the singers of our age, Dryden is only sublimated prose.

It is as a prose writer more than as a poet that Dryden has exerted a permanent influence on English letters. The matter of the Essays and Prefaces is here fully discussed, but we wish that Dr. Verrall had dealt more fully with the manner and analysed the style in the same admirable way as he has that of Scott. And what a brilliant lecture he might have given us on Dryden as a translator! But we are sighing for what is not, and ought rather to be grateful both to him and to Mrs. Verrall for what we have.

Alice Ottley. Compiled by MARY E. JAMES.
(6s. Longmans.)

This book is the study of a remarkable personality. Miss Ottley, the first Head Mistress of the Worcester High School for Girls, possessed few of the qualifications which would now be expected of candidates for such a post. She had no University education, her academic attainments were represented by Honours in the Cambridge Higher Locals. Her experience of teaching, before her appointment, had been gained with private pupils, and during a few terms' work in a private school; and she knew little of organization beyond what she had learnt in the few weeks she spent as temporary Head Mistress of the Oxford High School. On the other hand, she was a lady with culture and accomplishments, she had what she herself called in others "the charisma of teaching," and, above all, she had the conception of her calling as a vocation. It is naturally, therefore, of Alice Ottley rather as a personality than as the head of an organization that we read in this volume. She was the saint amongst head mistresses. She had not only deep religious feeling, but she had the sweet and tranquil temper of the nun, and that combination of gentleness and force which is a more potent influence in the world than women of the present day like to admit. We may, perhaps, doubt the wisdom of some of her methods, her system of prayers three times a day, or her advice to children to repeat some words of a hymn while going from one classroom to another during Lent, but no one can doubt the uplifting influence of her personality. It was felt by everyone who came in contact with her. It shines out in her letters and the letters of others about her, which constitute the greater part of this volume. She was delightfully old-fashioned; she used to read aloud to her staff while they did needlework, and Tennyson's "Idylls of the King" is the most secular of the books mentioned; she objected to cricket for girls above fourteen; and she attached great importance to accuracy in minute detail, especially in writing and speech. Altogether a character of whom in days of bustle and hurry it is good to read.

Miss James has done what she modestly calls "the compiling" very well, but we wish she had told us more about the studies and pursuits of the High School girls, and so made her book a contribution to the history of education as well as a study of a remarkable character.

Training the Boy. By WILLIAM A. MCKEEVER.
(6s. 6d. net. Macmillan.)

The principles upon which the importance of which Prof. McKeever insists are of almost universal applicability. It should be the aim of every system of education to build up a sound and clean body and mind and to encourage strength of character and the attributes which are essential to the making of good citizens. It is a feature of many systems of education besides those current in the States to recognize the value of properly directed play. With a little judicious superintendence, the superabundant energies which in children find their natural outlet in play may be directed into channels which will convert them, too often allowed to run to waste, into a store of latent energy of the greatest possible value to the adult in after life and to the community of which he is a member. With regard to the practical application of such principles, the conditions of social and industrial life in this country are so different that we fear much of the wisdom contained in these pages must remain for us of a theoretical character. But, even so, the author displays so firm a grip upon many of the difficulties

which beset the path of the educator, and so bold a determination to combat the evils to which the young are almost inevitably exposed in a modern industrial State, that his work cannot fail to be of value to those of us who see in a perfection of our educational system the likeliest means of achieving a higher standard of social and moral welfare.

The Three Gifts of Life. By NELLIE M. SMITH.
(2s. 6d. net. Cassell.)

The number of books on sex instruction for young people is increasing, with the opinion that such instruction is necessary. It is important, however that books dealing with the subject should not sentimentalize, nor yet treat the sex function as a mere animal act; the *via media* is a sane, open treatment that does not lay too much stress on the analogy to plants and animals, and that fully indicates the *human* element as expressed in deliberate choice of a partner, in responsibility for children, and in love as apart from desire. The aim of the book before us is sensible and well carried out; and the ideal placed before girls reaches a high level:—"Women can do three things to help the race progress; seek the best in themselves, demand the best in men, and teach little children how to use their gift of choice." According to the author the three gifts of life are dependence (possessed by plants), instinct (possessed by animals as well as dependence), and choice (possessed by human beings in addition to the other two). Two long chapters deal with plant life and animal life respectively, and we doubt whether the average girl would read far enough in the book to reach the important chapters that deal with human life and the gift of choice. It is essential in this subject that young people should not feel they were being talked down to, and that impression rather gathers force in the course of the book. Apart from this the treatment is good, and the advice regarding the "race instinct" exceptionally so: "recognize and welcome this life force so as to make it a blessing instead of a curse; direct and control the reproductive instinct so that it may do good instead of harm; that it may bring life to the individual and benefit to the race, thus becoming a true race instinct. Then the life force will be like a river flowing through its channel, watering the land along its banks, and turning the mill wheels on its course; a blessing to all with whom it comes in contact." These pages will give much material to adults for quiet talks to girls, and form profitable reading to serious-minded girls.

The Truth about an Author. By ARNOLD BENNETT.
(2s. 6d. net. Methuen.)

"Habent sua fata libelli." That an autobiography that first appeared in *The Academy*, that was paid for at the rate of two guineas a chapter, that was next published in book form and fell flat, being disposed of as a remainder, should now be published at half-a-crown and sell by the thousand, is one of the romances of literature. To admirers of Mr. Bennett, among whom we count ourselves, it will prove a disappointment. It professes to be a "Confession," a piece of ruthless realism, and it does reveal the struggles of a journeyman pressman, but the *Wanderjahre* throws little light on the chronicler of the Three Towns. The most interesting revelation in the volume is that the author's "naturally sound taste in literature" was nurtured by a study of Maupassant, the de Goncourt brothers, and Tourguénief, who filled him with a general scorn of English fiction that he has never quite lost. Possibly the knack that Mr. Bennett has acquired in his prentice days of reviewing novels without reading them may partly explain this general "scorn."

Reminiscent Gossip of Men and Matters. By JAMES BAKER.
(6s. Chapman & Hall.)

Mr. James Baker is a modern Ulysses who "has seen the cities of many men" (we will not finish the quotation), and he has kept a notebook, or rather many little black notebooks. Kings and clowns, playwrights and players, war correspondents and clubmen, are flashed upon us in an endless series of lantern-slides. It is a book to dip into in any idle five minutes, and the reader is pretty sure to pull some plums from the lucky-bag. To try and read it consecutively would be as bad as an hour on the merry-go-round to the accompaniment of a steam organ. Is it too much to ask Mr. Baker to cut out the padding, reject the chestnuts, and rearrange under headings? The half would be worth double the whole. He should also get some friend to revise the French and German. There is hardly a German sentence, and they are plentiful, without some misprint or blunder.

Child-man in Britain. By F. ASHFORD, B.Sc.
(2s. 6d. net. Harrap.)

Primitive man has suffered, like many another, from becoming the fashion in education. The consequent demand for information about him has been met by a flood of literature on the subject, fiction freely filling in the gaps left by scanty facts. From the

historical point of view this is much to be deprecated. It is therefore with relief we turn to this modest volume, which makes no attempt at consecutive narrative, but confines itself to an account of actual relics and traces of primitive man in Britain, with chapter and verse duly given. Occasionally the author lapses into imaginary conversations in the traditional English of the North American Indian type (e.g. "tired of chop chop"), but this may be forgiven for the solid worth of the rest of the book.

Rambles among our Industries. By WILLIAM CLAXTON.
(9d. each. Blackie.)

This is a delightful and much-needed series. Even if it is not possible for a child to be interested in and have knowledge of the industries of England, it is at least possible and desirable that it should know something of the industries of its immediate neighbourhood. In this series the knowledge is given in a most attractive form, a brief sketch of the evolution of the industry is given, and modern processes are described with admirable clearness and illustrated by pictures and diagrams. This series should be of great help to teachers in handwork, taken along the lines of Prof. Dewey, and in geography and history lessons. We have no doubt the series will be a most popular one with children.

(1) *Antiquities of India.* By L. D. BARNETT. (12s. 6d. Lee Warner.) (2) *The Indian Theatre.* By E. P. HORRWITZ. (2s. 6d. Blackie.)

(1) Too little of the history and achievements of India is known, and this lack of knowledge concerning one of the noble countries of the ancient world is especially regrettable among teachers. How many, in dealing with Alexander the Great or with the Seven Years' War, think it necessary to give some conception of the literature and civilization of ancient India? Yet, with a land linked so closely with ours, such knowledge is essential for any adequate understanding of the Hindus. If these two books, then, do no more than arouse an interest in the wonders of India they will have served a good purpose; but each does more than that. Dr. Barnett, in his learned volume, gives an account of the history and culture of ancient Hindustan. We do not catch glimpses of the "soul of a people," as in Margaret Noble's "Web of Indian Life," but we obtain a general survey which would fittingly follow such a book as hers. We hope Dr. Barnett will later on expend the same painstaking research and care for accurate detail in a companion volume on the social life, industries, and religious movements of the people. This volume is concerned with other aspects of ancient India. There is a full description of the law and government, which includes household and family regulations. We learn that in Vedic times child-marriage was unknown, as also was the remarriage of widows. The many and complicated details of the Vedic ritual are explained, and the practices of yoga and magic have a few paragraphs assigned to them. Dr. Barnett also deals with the scientific knowledge of the Hindus, their weights and measures, coinage, and multitudinous alphabets. In fact, as a work of reference the book is of great value, and particularly is this the case in the list of deities and the long chronology of India. The work is copiously and excellently illustrated.

(2) Prof. Horowitz gives charming pictures of an ancient Indian court scene, and the arrangements for the plays of Kālidāsa, India's greatest dramatist, who tells the story of "sweetest Sakuntala's magical tears." The drama in India originated from the ancient custom of reciting the national poetry at social and religious gatherings. "The Mahā-Bhārata and Rāmāyana supplied no end of subjects, even as the Bible was the inexhaustible source of the mysteries and miracle plays in medieval Europe." Several plays are retold by the author, and thus an idea is obtained of the intensity of feeling, the resignation, and the always happy ending of these dramas. Prof. Horowitz discusses the question whether the Greeks influenced the Indian theatre, and is inclined against the view of Greek influence. "The human mind, given similar conditions, shows the same tendencies and possibilities everywhere, and, if dramatic literature originated independently in China and in Greece—well, the same could have happened in India." Comparisons are drawn between Hindu playwrights and Goethe, Schiller, and Shakespeare, and, in the author's opinion, the trend of modern Indian drama is to further the cause of a universal religion; but he is inaccurate in stating that "in the Mohammedan era Hinduism was ready for amalgamation with Islam, and under English rule it is equally prepared to join forces with Christianity." It is true that Hinduism does not persecute other religious beliefs, but it is also true that the Vedānta philosophy, the latest expression of Hinduism, does not approach orthodox Christianity. The last chapter, which deals with the question of a universal religion, is scarcely detached enough in its view. The book as a whole, however, gives the spirit of the Indian drama, and is an excellent introduction to the subject.

Vital Problems of Religion. By the Rev. J. R. COHU.
(5s. net. Edinburgh: T. & T. Clark.)

Mr. Cohu's study of certain problems more or less directly connected with religious thought at the present day is dedicated to, and has a foreword by, the Bishop of St. Asaph. The Bishop's foreword, whilst commending the author's attempt "to get at the inner essence of things," is a carefully guarded one, and does not answer the inevitable question how far it is expedient for religion to trespass upon the domain of her sister Science. However, the author has no doubt upon the matter, but plunges boldly into the problems aroused by the latest scientific discoveries and theories. In addition, he enters the lists of metaphysical controversy upon such old-standing quarrels as free-will, personality, and the nature of evil. Mr. Cohu's main contention is that the answer to the "Sphinx-riddle" of existence is to be sought not in material nature or in science, but in the heart. Such an attitude is logical enough, but is scarcely in accordance with that which the author has actually adopted in these pages.

The Fourfold Gospel. Section II: *The Beginning.* By EDWIN A. ABBOTT. (12s. 6d. net. Cambridge University Press.)

This is the eleventh volume of "Diatessarica; or, the Study of the Four Gospels," the work to which Dr. Abbott has devoted himself since he resigned the Head Mastership of the City of London School. It is the first volume of a comment to be concluded in four parts. The *idée mère* that has inspired it is the conviction, which years of study have only served to intensify, that the Fourth Gospel, though departing most widely from the literal fact, conveys most faithfully the inner meaning of our Lord's sayings and deeds, and reveals to us most clearly the mind of Christ. In all seriousness we may say that Dr. Abbott endorses the young Levite's traditional answer: "The first three Gospels are synoptic, but St. John's is Divine." Much in the volume appeals to the professed theologian, and requires a knowledge of Hebrew, Syriac, and Rabbinical literature to appreciate fully, but the main argument can be followed by any intelligent Bible student, who will find questions raised that are ignored by the standard commentators, and new light thrown on many dark problems. Thus, it is shown that an apparently simple question—"What is meant by 'the beginning of the Gospel'?"—cannot be fully answered in less than twenty-five pages. Sometimes we may think the deductions oversubtle, as when the subjectivity of angelic appearances is founded on the epithets "ascending" and "descending," and the doctrine of the letter that kills and the spirit that gives life has by no living commentator been so powerfully enforced.

The Entomologist's Logbook. By A. G. SCORER.
(7s. 6d. net. Routledge.)

This is a Dictionary of the British Macro-lepidoptera, in which the names, both in Latin and English, are arranged alphabetically. Under each name one finds short notes relating to the egg, larva, pupa, and perfect insect. Thus information is given, wherever possible, about the food plant of the larva, the position in which the pupa may be found, the favourite haunts of the imago, its hours of emergence, and its egg-laying habits, including the time occupied in hatching. The whole book is interleaved, so that the collector may make notes of his own observations in the place appropriate to them. The entomologist should find this volume very useful in identifying specimens; also in providing him with hints about the time of year when he may expect to find these specimens, and what insects are likely to be caught on the plants in a particular locality.

A Textbook of Botany. By E. STRASBURGER.
(18s. net. Macmillan.)

This standard work on botany is too well known to need any review. It will be sufficient to call attention to the fact that this is the fourth English edition, and that it has been revised with the tenth German edition. Very considerable changes have been made, notably in the sections on Physiology and on the Phanerogams. Many of the diagrams of flowers have been printed in colour, and are beautifully reproduced.

Livy, Book XXVII. Edited by S. G. CAMPBELL.
(3s. Cambridge University Press.)

This is a scholarly edition, dealing fully with all textual and grammatical difficulties, and in the introduction with the history, the distribution of the Roman legions, the strategies and battles of the Metaurus, and with Livy's sources. For the site the Editor follows most recent historians in favouring the right bank. We are still sceptical as to the possibility of a body of 6,000 foot and 6,000 horse marching at the rate of thirty-three miles a day for seven consecutive days even under the most favourable circumstances. None of Napoleon's forced marches approaches this rate.

Fabliaux et Contes du Moyen Âge. Edited by J. E. MANSION.
(1s. 6d. Harrap.)

A selection of French folk-tales as modernized and adapted for

young persons by M. Tarsot. M. Mansion has added brief notes and a vocabulary. They make an excellent reader of simple, yet idiomatic, French for beginners. To some it will seem a profanation to put to such uses the exquisite prose poems of Aucassin and Nicolette, and the warning to the modern schoolgirl not to emulate the patience of Griselda must be "meant ironically."

Dietrich von Bern. Adapted and edited by A. E. WILSON.
(1s. 6d. Oxford University Press.)

The text is taken from Schalk's "Deutsche Heldensagen," and there is the usual apparatus of notes, questions, and vocabulary. It would add to the pupil's interest if more were told him of the legend. Where, for instance, is "Lamparterland," and why is the sword called "Nagelring"? The vocabulary, too, is not quite complete, e.g. *fahr wohl* and *Felsenmeer*.

Mathematical Education. By G. ST. L. CARSON.
(3s. net. Ginn.)

This is a collection of essays which, with two exceptions, have appeared in print before. Such a collection naturally lacks the connectedness of a continuous book, but the essays discuss some of the prominent questions of the day in a very readable form. The one on "Intuition" is, perhaps, the most interesting.

- (1) *A Shorter Algebra.* By W. M. BAKER, M.A., and A. A. BOURNE, M.A. (2s. 6d. Bell.) (2) *A School Algebra.* By F. O. LANE, B.Sc., and J. A. C. LANE, M.A. (3s. 6d. Arnold.) (3) *An Algebra for Preparatory Schools.* By TREVOR DENNIS, M.A. (2s. Cambridge University Press.)

(1) The first of these books is a partial reprint of the authors' well-known "Elementary Algebra." It contains most of the first part of that work and about half of the second part. From the latter are taken the chapters on indices and surds, ratio, proportion and variation, and the progressions, and the course thus covers the ground of various Matriculation and other examinations. Some new examples have been added and the revision papers altered, but otherwise there is nothing new in the book to call for extended notice. For students who do not wish to read more widely than is necessary for Matriculation purposes the new version, issued at so low a price, cannot fail to be welcome.

(2) Though following closely on the lines of one or more of its predecessors, and therefore possessing little novelty of any consequence, this will be found a useful textbook for certain classes of readers who have no need of a detailed or extensive acquaintance with the subject. It is moderate in price, its appearance is attractive, the examples are varied, though, if anything, they err on the side of being too easy. Some difficulties are omitted, others are postponed, but, in the latter case, the authors wisely point out the nature of the assumption that is made. Graphs are used chiefly as geometrical illustrations of the solution of equations.

(3) The third book is of a different type. It is intended for use in preparatory schools, and follows the syllabus of mathematical teaching for non-specialists issued by the Curriculum Committee of the Head Masters' Conference. Bookwork and explanations are left for the teacher to supply; here and there a rule is given which it is essential that the reader should know and remember, otherwise the book consists entirely of examples. We know of few textbooks for beginners in which the conceptions new to algebra are introduced so gradually and with so much skill. The pupil who has worked his way through this book may not have a profound knowledge of algebra, but he will at least have laid a good foundation and will have nothing to unlearn when he proceeds to a more advanced textbook.

The School Algebra. Matriculation Edition.
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Exercises in Mathematics. By D. B. MAIR, M.A.
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This will be found a very useful book, especially in revision work. The ground of the ordinary mathematical course is covered. The book is not a mere collection of examples and answers; the classification is careful, and incidental hints and suggestions add greatly to the value of the book. Mr. Mair does not ignore examinations, those influential but too often conservative forces. He shows clearly, however, which parts are put in solely from the examination point of view by such headings as "This section has little educative value."

The Writers' and Artists' Yearbook, 1914. Edited by G. E. MITTON. (1s. net.) *Who's Who Yearbook, 1914.* (1s. net. A. & C. Black.)

In noticing "Who's Who" we omitted to acknowledge these two supplementary volumes, with the contents of which all our readers will be familiar. Under the article "Copyright" there is

an extraordinary oversight. The editor does not seem aware that the Copyright Act came into force on July 1, 1912, and gives the old law of forty-two years from the date of publication or the author's lifetime and seven years after his death.

A Primer of English Literature. By WM. T. YOUNG.
(1s. Cambridge University Press.)

Mr. Young's "Primer" stands half-way between Stopford Brooke's "Primer" and Henry Morley's "First Sketch." It must contain, at a rough estimate, five times as many names as Brooke and not a tenth of the names to be found in Morley. The author is a lecturer in the Goldsmiths' College, and his aim, he tells us, is to serve as a prospector or taster, to point out to his pupils what there is to be read either for its historical importance or for its intrinsic, and so stimulate them to pursue for themselves the period or the authors to which they are attracted. A history of English literature from Widsith down to Marius the Epicurean in some two hundred pages is a *tour de force*, but Mr. Young has succeeded in surveying the whole field, and there are few great names of authors and works missing. If there is a fault, it is that the canvas is too crowded. Thus, in the paragraph on "The Successors of Pope" there are some fifty names. Mr. Young has a happy gift of epigram, and he often hits off an author's characteristics by an apt phrase or pregnant epithet. The biographical element is almost wholly lacking. This, we think, is a mistake. We do not want "chatter about Harriet"; but nothing interests the young student so much as personal details, and we cannot fully appreciate the poetry of Shelley or even of Pope without knowing something of the man, his parentage and education, his friends and fortunes. Long quotations are, of course, inadmissible in a primer, but we should have liked to see some of "those jewels five words long" which Matthew Arnold used so effectively in his criticisms.

"Famous Families in British History."—*The Black Douglasses.*
By D. C. STEDMAN. (1s. Nelson.)

No Scotch family will show a more illustrious roll than the Douglasses, from William, the first Earl in the middle of the fourteenth century, to the last Earl James, who died a monk in the Abbey of Lindores in 1488. Their story is clearly and vividly told by Mr. Stedman. A genealogical table, with dates, would be a useful addition for the young reader.

Our Empire: a Booklet for Teachers, Parents, and Young People. By F. J. GOULD. (1s. Longmans.)

The British Empire is a present fact which must be recognized. It is foolish and useless to depreciate the fact; it is criminal to exploit it. The teacher's duty lies in expanding the pupil's imagination and invoking the spirit of service to this Empire, for which purpose this little book not only supplies a need, but gives an inspiration. It appeals to a wide circle, and is a mine whence material may be dug for lessons—historical, geographical, civic. And, as the author says in his preface, "throughout all the notes and data and the biographical and historical illustrations there runs the interconnecting thought of a great responsibility, of civic duty and courage, and of broad and generous sympathy." After giving a broad view of the Empire and showing the oneness of the vast Commonwealth, the author devotes some pages to industry and peace, which sound the keynote of the book, for the martial element is minimized throughout. Each section of the Empire is taken in turn and treated historically, while special emphasis is laid on enterprise, and full credit is given to other nationalities, such as the French Canadians, who have partaken in the making of the Empire. Prominence is given to India; the descriptive passages here are some of the finest, and the different aspects of its life and its history and literature are treated in such a way that Hindus as well as English can read with appreciation. Such types as Cook, Darwin, Mrs. Chisholm, Mother Cecile, &c., are chosen as typical empire builders, and their lives are sketched; all of them have been concerned with the victories of peace. Mr. Gould is able to induce an atmosphere of beauty in the common things of life, and here he depicts the thrill of adventure, the romance of the conquest of Nature, the poetry of industries, and gathers it together to depict it all for the reader as the slow growth of true civilization. This aspect, combined as it is with common sense and facts, makes the book of value to all who use it, while the concluding chapter on the Call of the Empire gives a noble inspiration. We should like it to be read aloud in every school as a conclusion to the remarks made on Empire Day.

"Oxford Edition of Standard Authors."—(1) *Historical Essays.* (2) *Literary Essays.* Contributed to the *Edinburgh Review* by Lord MACAULAY. (1s. 6d. each. Oxford University Press.)

In a plain, tasteful binding, and with good print, these two volumes form an agreeable contrast to some school editions of Macaulay. They are entirely suited for subsidiary textbooks in upper forms, and their price is not prohibitive.

(Continued on page 336.)

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UNIVERSITIES AND SCHOOLS.

LONDON.

Prolonged discussions on the future of King's College for Women have concluded by the decision of the Senate to transfer the Arts and Science Departments of the College to King's College in the Strand, as from next Christmas. The present buildings of the Women's Department in Kensington Square will be given up, and the new Home Science Department will go to new buildings in Campden Hill, which are to be inaugurated by the Queen early in May. After these transferences, the three Departments are, until further order, to be regarded as still forming part of King's College for Women. An appeal for an additional endowment of £30,000 is to be issued by the Home Science Trust Fund Executive Committee.

The presentation of graduates is fixed for May 13, and will be followed by a special service at Westminster Abbey, at which the Bishop of London will preach the sermon.

Dr. Foster and Prof. Hill have written to the Press to explain the action of the Senate in regard to the presentation of evidence on behalf of external students before the Departmental Committee of the Board of Education on the University. The question at issue was whether the witnesses selected by the External Council should be authorized to represent the views of the Senate or the views of the Council of External Students. An amendment to the effect that the representations should be on behalf of the Council of External Students was defeated by 19 votes to 18, and the original motion which implied that the representatives should express the views of the Senate was carried by 22 to 16. Dr. Foster and Prof. Hill point out that the majority of six cannot be regarded as a substantial majority, and the number of those in favour of the motion is not an absolute majority of the Senate, which contains fifty-six members. Nevertheless, the result must be regarded as significant and as implying that the University as at present constituted will not be a consenting party to any abrogation of the privileges of external students. The representatives of the Senate who are to go before the Departmental Committee are Dr. Russell Wells, Sir Albert Rolit, Dr. Graham Little, Prof. Loney, and Prof. Crossley.

Announcements of advanced lectures open to the public include three lectures by Dr. Oswald Külpe, of the University of Bonn, on "Psychologie und Aesthetik," at Bedford College, on May 25, 27, and 29, and two lectures by Prof. Paul Sabatier on Catalysis, at King's College, on May 14 and 15.

Awards.—Gilchrist Studentship in Modern Languages—Mr. G. H. Chase, B.A.; Gilchrist Studentship for Women—Miss Gladys Miall-Smith, D.Sc.; Mitchell Studentship—Mr. W. Piercy, B.Sc.

OXFORD.

The coming term in not likely to be much occupied with new legislation. The Responsions students will have to face its last stages in Congregation and Convocation. Its opponents threatened at the outset that if amendments concerning the requirements of the examination were not accepted it would be thrown out in its last

stages. It remains to be seen now whether they will be able to fulfil their threat. On the whole the chances of the statute passing have grown steadily more favourable. On the other hand, the statute which was to follow it, setting up a real University Entrance Examination, is not likely to be seriously brought forward. Almost no one has a good word for it. It is possible that a statute amending the composition of the Council in yet another form may be introduced, if Council persists, in spite of all rebuffs, in reforming itself. If that is done, Council will have carried in the statutes they have promulgated almost all the ground covered by their plan of reform, except the question of women's degrees.

The town has been much exercised in the Vacation by the announcement of the formation of an Oxford University Co-operative Society. It is formed on the familiar co-operative lines, inspired, it is said, by men who know something of Sir Horace Plunkett's work in Ireland, and want to spread the gospel of co-operation. It will certainly do a good work if it diminishes the extent of the credit system. Pessimists hold that to ask an undergraduate to pay cash is to ask an impossibility, but that difficulty has been overcome in Dublin. In the meantime Oxford tradesmen are trying to show that their prices are as moderate as possible. It is difficult to find anyone to agree with them.

LADY MARGARET HALL.—The following scholarships have been awarded:—A Jephson Scholarship of £60 to Hilda F. M. Prescott, Wallasey High School (History); the Old Students Scholarship of £50 to G. E. E. Webb, Bournemouth High School (Science); one of £30 to E. M. Williams, Cheltenham Ladies' College (English); one of £20 to E. M. Bradshaw, private tuition (Classics); an Honorary Scholarship to G. E. G. Watkins, Durham High School (German). The following scholarships will be offered for competition in March 1915:—A Jephson Scholarship of £60 a year, a Scholarship of £50 a year, and one of £40 a year, all tenable for three years during residence.

ST. HUGH'S COLLEGE.—The following scholarships have been awarded:—One of £25 to Hilda C. Allen (English); one of £25 to Mary C. G. Stanford, Roedean School (French). Highly commended: Kathleen A. Edwards, Howell's School, Llandaff (English), and Dorothy S. Ramage, St. George's High School, Edinburgh, and Guilde Internationale, Paris (French). The following scholarships will be offered for competition in March 1915:—The Clara Evelyn Mordan Scholarship of £40 a year, and a Scholarship of £30 a year, both tenable for three years during residence.

WALES.

The annual Collegiate Meeting of the Guild of Graduates of the University of Wales was held at the University College, Bangor, under the presidency of the Warden, Dr. Chattaway. After the usual routine business had been completed, Mr. Ballinger, the Librarian of the National Library, gave an interesting address on "The Functions of a National Library." He suggested as its first duty the preservation of the literature of its own country; as the second, the collection of books which would serve to promote the acquisition of knowledge and further research; and as the third, the duty of bringing these within the reach of those people who could profit by their use. Owing to geographical difficulties, and in proportion to its area, its exceptional literary and educational activity, Wales required exceptional treatment. The authorities of the Welsh Library had recognized these difficulties, and by a system of loans, the advantages of the National Library had been made available over a wide area.

Mr. Ballinger spoke with enthusiasm of the support which the Library had received in the industrial districts of South Wales, where colliers, tinplate, and other workers were levying, through their clubs, sums ranging from 3d. to 1s. per man. Many public bodies had also contributed generously towards the cost of the new buildings. Prof. A. H. Trow was re-elected Treasurer of the Guild, and Mr. J. G. Davies, of Neath County School, as Clerk.

Lord Kenyon presided over the meeting of the Governors which was held at Barmouth, on Wednesday, April 22. **University College, Bangor.** For the first time in its history the Court indulged

in the luxury of a political debate, and for a time the proceedings were rather exciting. It all arose out of a circular signed, among others, by Lord Kenyon, deprecating the receipt by the College of any portion of the funds which, in the event of the passing of the Welsh Disestablishment Bill, would be set aside as grants to the three colleges and other public institutions in Wales. One or two of the speeches were purely political in character, but the majority of the speakers expressed no opinion on the proposals of the Bill, and were merely content with urging the Court to pass on to the next business. In the end the Governors resolved to take no action, which was, without doubt, the wisest plan to adopt.

(Continued on page 338.)

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A deputation of the Governors of this school has waited upon the Denbighshire Education Committee to call attention to the urgent need of converting the school into a dual school. They had 108 boys in the school, but only 34 girls from the district were receiving secondary education, whereas, according to the percentage in the rest of Wales, 114 girls should be attending an intermediate school. The difficulty with regard to the scheme appears to be due to the dilatoriness or the obstinacy of the Board of Education.

SCOTLAND.

Glasgow. Dr. Carl H. Browning, Lecturer in Bacteriology at the University and Director of the Laboratory of Clinical Pathology at the Western Infirmary, has been appointed Director of the new Pathological Institute at the Middlesex Hospital, London. Mr. George D. C. Stokes, D.Sc., Lecturer in Mathematics at the University, has been appointed Senior Mathematical Master at the High School of Glasgow. Mr. David K. Picken, M.A., Professor of Mathematics at Victoria College, Wellington, New Zealand, and formerly Lecturer in Mathematics at Glasgow University, has been appointed Master of Ormond College, in the University of Melbourne. The election of the new Lord Rector is to take place on Saturday, October 24. At the request of the Secretary of the University Court, Mr. A. J. Balfour has given to the University the ten envelopes on which he wrote the brief notes for his recent course of Gifford Lectures.

Aberdeen. Lord Haldane having declined the offer of the Chancellorship of the University, the General Council has unanimously elected to the office the Earl of Elgin, K.G., who is Chairman of the Executive Committee of the Carnegie Trust. Lord Elgin was also Chairman of the Committee which recommended the recent Treasury Grants, and he was one of the Commissioners under the Universities Act of 1889. The University is promoting an Ordinance to revoke a provision of an existing Ordinance which disqualifies any person who is a professor, lecturer, or University assistant or demonstrator in any one of the Universities of St. Andrews, Glasgow, or Edinburgh, from being appointed an external examiner in the University of Aberdeen. The draft Ordinance has been approved by the General Council. A proposal to institute a post-graduate degree in education has also been adopted by the General Council. The question of the payment of fees by the Carnegie Trust has been under consideration, and the General Council has resolved to invite a conference of representatives of the four General Councils to discuss the question whether the Carnegie Trust should continue to pay part of the fees to all qualified applicants, irrespective of their necessities.

Edinburgh. Prof. Bergson is delivering his first course of Gifford Lectures on "The Problem of Personality." The course will consist of eleven lectures, of which nine will be in French and two in English. The list of honorary degrees to be conferred at next graduation includes the following names:—D.D.—The Rev. Prof. Curtis (Aberdeen University), and the Right Rev. G. H. S. Walpole (Bishop of Edinburgh in the Scottish Episcopal Church); LL.D.—Dr. Byron Bramwell (Edinburgh), Sir Charles Dalrymple, Bart., Prof. G. Gregory Smith (University of Belfast), the Hon. Lord Guthrie; Dr. Paul Mayer (Zoological Station, Naples), Dr. F. Walter Mott, F.R.S. (London), and Prof. J. A. Smith (Oxford).

Secondary Teachers' Salaries. The Secondary Education Association of Scotland is sending a circular to its branches, strongly recommending that in every school where the scale of salaries is seriously inadequate the staff should make collective application to the managers for an improved scale, and where there is no scale should press for the institution of one. The school correspondent is requested to communicate to the branch secretary precise details of the result of the application, and to intimate the fact of the application to the Press. The Association has also considered the question of the relation between the salaries of men and those of women, taking into account the economic and social questions involved. The Salaries Committee of the Association, while differing as to the principles which should govern the payment of salaries to men and women respectively, are unanimously of opinion (1) that uniformity of payment as between men and women teachers is at present impracticable, and (2) that the disparity at present existing between salaries paid to men and women for the same work should be diminished.

School Board Areas. The branches of the Educational Institute are at present engaged in suggesting new administrative areas for School Boards within their districts. This is the result of a resolution of the Council of the Institute that Scotland should be divided into administrative areas specially delimited for purposes of education only. This resolution was carried

by a majority of 31 to 19, the minority being in favour of the county area. There is so much to be said on both sides of the question that it seems rather unwise for the Institute to commit itself at this stage in the movement for wider areas. The really important work is to get the Government to adopt the principle of extension, and the supporters of the parish area may be encouraged by division of opinion about details.

IRELAND.

Secondary Education. The text of Mr. Birrell's Bill to amend the law relating to intermediate education in Ireland was issued early in the month. Of its two principal clauses, the former deals with registration and provides for the constitution of a Registration Council consisting of representatives of (a) the teaching profession in Ireland; (b) the Intermediate Education Board; (c) the Department of Agriculture and Technical Instruction; and (d) Universities and other bodies interested in education, at the discretion of the Lord Lieutenant. To this Council shall be assigned the duty of framing regulations for a Register of intermediate-school teachers, the Register to be formed and kept by the Intermediate Education Board. The second clause provides for the payment of a sum not exceeding £40,000 to the Intermediate Board each year, as a Teachers' Salaries Grant.

Since then the text for the proposed scheme for the application of the Teachers' Salaries Grant has also been issued. It states that: (1) the grant shall be distributed each year among the managers of intermediate schools to whom result fees are payable, and in proportion to the amount of result fees earned by each school; (2) this method of distribution will be changed if at any time it is found that in the case *either* of the schools under Roman Catholic management participating in the grant *or* of those not under Roman Catholic management participating likewise, the proportion of lay registered teachers employed as whole-time teachers is less than one-fortieth of the entire number of intermediate pupils attending such schools; (3) such lay registered teachers are to be entitled to not less than three months' notice of dismissal, except in cases of grave misconduct, and to be in receipt of salaries at the rate of not less than £120 per annum for men or £80 for women. Until the expiration of one year after the establishment of the Teachers' Register, all teachers of twenty-one years of age and upwards who have been employed as whole-time teachers in any intermediate school for at least three years and are at present so employed in intermediate schools in Ireland, shall fall within the application of the scheme.

Primary Education. The Report of the Viceregal Commission on Primary Education still absorbs the attention of the National teachers. The teachers of the city and county of Dublin met at the end of last month to consider the report, and passed resolutions asking for the enforcement of its recommendations and, in addition, the unconditional reinstatement of Mr. Mansfield.

The forty-seventh Annual Congress of the National Teachers Organization was held in Derry, on April 14 and 15, with a large attendance, and was formally opened by the Mayor. Miss Mahon, the active President of the Organization—now in a second year of office—delivered an address, in which she summarized the demands of the Congress under five heads: (1) the carrying out without delay of the recommendations of the Committee of Inquiry; (2) restitution to the victims of inspection in Tipperary and Belfast, and included therein (3) the reinstatement of Mr. Mansfield; (4) the removal of the Resident Commissioner; and (5) the reconstruction of the Board on elective principles. Some of the outside speakers at the opening meeting expressed similar views to those of the president, notably the Rev. Dr. Bingham, Moderator-Elect of the General Assembly of the Presbyterian Church, who, in a vigorous speech, attacked the Resident Commissioner directly as the person chiefly responsible for the faults of the Board. At the final session of the Congress a long resolution was passed asking for the abolition of the office of Resident Commissioner and the reorganization of the Board on new lines, securing representation to parents, tax-payers, school managers, and teachers.

A Bill has just been presented in Parliament by Mr. Brady and other Irish members to enable Local Authorities in Ireland to provide meals for National-school children. The Bill empowers urban district or county borough councils to take such steps as they think fit and to co-operate with local committees to provide meals for children attending National schools within their area; to recover payment from parents for meals provided if they are satisfied that the parents are able to pay; and to obtain from the Local Government Board, out of the rates, such additional funds (within certain limits) as may be necessary to carry out their schemes.

Owing to the bequest of the late Miss Honan, who was in her life

(Continued on page 340.)

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General.

time a generous benefactor of University College, Cork, the College is to have a hostel for Roman Catholic students, to be known as the Honan Hostel, with a chapel attached. The hostel is to be under the charge of a warden, who is to be a married man, and to have a resident chaplain. A suitable building has already been secured for the purpose. A residue of £3,000 from the bequest is to be devoted to the completion of the Biological Institute of the College.

The Classical Association, in co-operation with the Royal Institute of Architects and the Architectural Association, has arranged for Mr. W. H. Goodyear, M.A., Curator of the Brooklyn Institute, New York, to give a course of three lectures, on May 13, 14, and 15, on his researches into certain refinements used by Greek and Medieval architects. The lectures will deal respectively with "Rediscovered Secrets of Medieval Art," "The Cathedral of Pisa," and "Notre Dame and other French Cathedrals."

PRIZE COMPETITIONS.

The Translation Prize for April is awarded to "Ex Oriente." *Proxima accessit* "Treb."

The winner of the Translation Prize for March is F. W. Bourdillon, Esq., Buddington, Midhurst.

Le signe le plus apparent des transformations qu'a subies la société depuis que je suis au monde est, suivant moi, la suppression de cette courtoisie charmante qui faisait de notre France la plus aimable et la plus facile des nations. Sans distinction de classes ni de fortunes, on trouvait partout, autrefois, bienveillance et affabilité; ces qualités étaient dans notre air; on mettait une sorte d'honneur national à rentrer ses griffes, à ne laisser voir que le moins mauvais côté de soi, et dans nos campagnes même, le plus humble des paysans eût été humilié qu'on pût l'accuser d'impolitesse et de grossièreté.

En étaient-ils meilleurs?—Je le crois fermement, car la forme fait partie du fond, et la vraie politesse des manières ne va pas sans cordialité.

Laissons dire ces austères farceurs qui, pompeusement, négligent l'apparence, sous prétexte de sincérité, et cherchent en toute chose la vérité toute nue, le principe, l'essence, la moelle; les gourmands!

Le désir de plaire, en effet, est un raffinement du cœur et de l'esprit qui veut, pour se développer et se répandre, le loisir, la sécurité.

—Il lui faut, comme aux plantes délicates, une atmosphère calme et tiède. Ceux-là seuls songent à se faire aimer qui n'ont plus besoin de se faire craindre.

Aux époques de trouble, les moindres concessions sont un danger, car alors la bienveillance est taxée de faiblesse, et si l'on est simplement poli, il semble qu'on désarme.

Or, l'art de plaire, tel qu'on l'entendait autrefois, consistait précisément à se désarmer pour autrui. On était aimable moins par ses talents et ses avantages que par l'espèce d'abandon qu'on semblait en faire.

Plaire, c'était pour ainsi dire partager avec autrui. Briller, au contraire, c'est fouiller dans la poche du voisin.

On cherchait autrefois à se faire des amis; on songe maintenant à s'amasser un public.

La causerie était comme un échange de petits cadeaux affectueux; ce n'est maintenant qu'un boniment féroce, où l'on joue du poing autant que de la langue, et dont l'auditoire sort meurtri.

Je ne sais plus qui a dit fort joliment: "Le plaisir le plus exquis est d'en avoir pu donner aux autres, et d'avoir eu le bonheur de leur plaire: ce qui fait que nous ne sortons jamais plus contents de la conversation que lorsque nous pouvons nous flatter en quelque manière que les autres le sont de nous."

Cela est un peu recherché, je vous l'accorde, mais cette préciosité me plaît; me plaît d'autant plus qu'elle est moins généralement goûtée. Au milieu des rudesses qui nous entourent, je trouve plaisantes ces douceurs d'autrefois, j'aime ces petites oasis fanées, pleines des senteurs de ma jeunesse.

Et puis, quand on voit autour de soi tant d'ivrognes boire au tonneau des drogues infernales, on ne souhaite qu'une larme de liqueur bien douce, contenue dans un dé d'or.

By "EX ORIENTE."

The clearest sign of the changes through which society has passed since I have been in the world is, in my opinion, the extinc-

tion of the charming courtesy which made our France first among nations for amiability and ease of intercourse. Without distinction of class or fortune, one formerly found everywhere good will and affability; these qualities were in the air; people made it, so to speak, a point of national honour to draw in their claws, to show only their best side, and even in the country the humblest peasant would have been humiliated to be found guilty of discourtesy or boorishness.

Does it follow that they were better men? I firmly believe it does, for the form is part and parcel of the substance, and true politeness of manners is inseparable from a good heart.

We will not listen to the austere humbugs who ostentatiously neglect outward show on the plea of sincerity, and seek in all things the bare, naked truth, the inner ground, the marrow—greedy fellows!

The desire to please is really a subtle aroma of the heart and intellect which requires leisure and security in order to develop and spread.

It needs, like delicate plants, a calm, warm atmosphere. They alone think of making themselves loved who do not need to make themselves feared.

In times of strife the least concessions are a danger, for in such times good will is put down to weakness, and bare politeness seems a surrender.

But the art of pleasing, as it was understood in the past, did, in fact, consist in a surrender of arms in the interest of others.

People made themselves liked not so much through their talents and personal advantages as by seeming in a way to forgo them.

To please was, so to speak, to share with others.

To shine, on the contrary, is to put one's hand in one neighbour's pocket.

People sought formerly to win friends; the idea is now to get together an audience.

Familiar conversation was, as it were, the small change of friendship's give and take.

It is now only an aggressive hawking of wares; thumps alternate with arguments, and the hearers go away crushed.

Some one, I forget who, has quaintly said: "The most exquisite pleasure is to have been able to give pleasure to others and to please them ourselves. Hence it is that we never go away more content with a conversation than when we can flatter ourselves in some sort that the others are content with us."

The style is somewhat affected, I admit, but I like this euphuism; I like it the more as it is less to the general taste. Amid the asperities of our environment I find diversion in these old-world graces, I love these faded oases full of the fragrance of my youth.

Besides, when one sees around one so many sots drinking hell poison from the barrel, one desires only a drop of the mildest cordial, measured in a golden thimble.

We classify the 122 versions received as follows:—

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In the passage from Gustave Droz there were no difficulties of construction, but it contained a number of words for which there is no obvious English equivalent, and a misapprehension of the exact sense of a word often led to a perversion of the whole sentence. To take first a crucial instance: *boniment* is the clap-trap, the patter of a cheap-jack. With this key we may translate: "Nowadays conversation is nothing but the brawling of rival

(Continued on page 342.)

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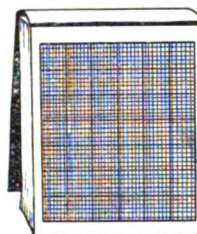
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cheap-jacks, in which the fist plays as large a part as the tongue, and the audience are flabbergasted." Next to this the third sentence caused most misadventures. *Farceur* is not "jester" or "fool." They are the Sir Oracles of "The Tempest," the Mr. Pecksniffs; and if *mœlle* is translated "pith" the whole point of *les gourmands* is lost. "As for these puritanical impostors (humbugs) who ostentatiously neglect appearances in order to proclaim their sincerity, who will have nothing but the naked truth, the essential element—the marrow, as it were—let them rant, the greedy guzzlers!"

To pass to minor points: *suppression* is not "suppression," but "extinction." *Facile*: "easy to get on with," "affable." *Dans notre air*: "in the air we breathed." *Rentrer ses griffes*: "to sheathe one's claws," not "to draw in one's horns," and "to show one's best side" sufficiently expresses what follows. For "the asperities of our environment," "the rudeness of modern society," *Je trouve plaisantes*: "I have a liking for these old-world amenities." *Une larme de liqueur*: "our crystal drop of exquisite liqueur (nectar). *Plaire c'était . . . briller c'est*. The distinction of tenses was commonly disregarded.

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Le vent hurle, ce soir, avec de longs sanglots
Et fait tourbillonner la neige de décembre.
J'ai le plaisir douillet d'être dans une chambre
Bien chaude, que défend l'abri des volets clos.
Une lampe, d'écrans épais emmitouffée,
Eclaire faiblement les objets familiers
Aux contours vagues, et les angles sont noyés
D'ombre tiède, comme une ouate amoncelée.
Rien n'est plus doux que cet effacement discret
Des choses dont on sait les présences amies,
Et qu'on devine autour de soi comme endormies,
Plus tendres d'être ainsi, dans l'intime retrait.
Je suis tout pénétré d'une exquise paresse.
Mon corps dans le fauteuil à l'assoupissement
Propice s'allonge délicieusement,
Et toute la bonté des choses me caresse.

Je fume, je rêve, et, dans l'ombre où tout se fond,
Mes yeux demi-clos et ma pensée embrumée
Ne distinguent plus bien si c'est de la fumée
Ou des rêves qui s'envolent vers le plafond.

Je voudrais vivre ainsi des heures, des années,
Lentement, tièdement, sans penser, sans songer
Que le temps court et que je suis un passager
Qu'engloutira le flot haineux des destinées.

Et voici que j'entends le bruit, l'horrible bruit
De la pendule, avec son tic-tac implacable
Qui mesure le temps sans hâte, et qui m'accable
De son morne refrain: L'heure fuit, l'heure fuit...—

Je saisis l'odieux instrument, et je casse
Je ne sais quel ressort de ce monstre d'acier.
Là! Je n'entendrai plus l'appel du balancier
Résonner ironique au fond de ta carcasse!

Je m'apaise. Au fauteuil paresseux je m'étends,
Et peu à peu, dans ma muette solitude,
Je retrouve ma chère et tiède quiétude
Et la sérénité de vivre hors du temps.

Mais tout à coup, là-bas, déchirant le silence
Et violant l'abri de mon intimité,
Une horloge lugubre avec férocité
Annonce:—Il est minuit. Un jour nouveau commence...—

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Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page. [Replies to advertisements marked # should be sent under cover to "The Journal of Education" Office, 3 Broadway, Lodgegate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

YOUNG LADY, B.A. London, requires Post as ASSISTANT MISTRESS in good class Secondary School. Advanced French, Latin, and English Subjects. Elementary Mathematics. Apply—GILES, 22 Castlebar Road, Ealing.

AFTERNOON Engagement required. Music, Diploma; Pianoforte: Junior English, certificated: twelve years' experience: school: family: excellent pianist: accompanist. Apply—H., 68 North Road, Highgate.

ART MISTRESS desires engagement to visit additional School. Gold Medallist. Ablett and South Kensington Certificates. Pupils prepared for Examinations with great success.—Miss FENNES-CLINTON, A.R.D.S., 4 Northcote House, Hampstead.

AS FRENCH MISTRESS. Charming young Parisian Lady. 26. Experienced English School Routine. Speaks English. Musical (Vocal, Instrumental). Games. Shares supervision.—865F., Hooper's, 13 Regent Street, London. Others. List gratis.

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

ROYAL Drawing Society's Teacher. Artist Certificate (Ablett Method). Students successfully prepared for necessary Examinations, personally or by correspondence.—Miss FENNES-CLINTON, Associate of Royal Drawing Society, 4 Northcote House, Hampstead.

FOR "DUSMO" advertisement see page 369. This assistant is wanted in all Schools.

LADY, B.A. London, ten years' experience, desires post as SENIOR MISTRESS in good Private School.—P., 145 Upper Grosvenor Road, Tunbridge Wells.

AS HOUSEKEEPER MATRON or CHAPERONE (experience England and Abroad). Entire management, capable organizer, catering, accounts, fluent French, some hospital training. Excellent Needlewoman.—17H., Hooper's, 13 Regent Street, London. Others. List gratis.

PRINCIPAL warmly recommends **GERMAN MISTRESS** (Teacher's Diploma). Fluent French (Diplômée, Paris). Music, Elocution, Needlework, Games. Keenly interested in pupils' pursuits.—887F., Hooper's, 13 Regent Street, London. Others disengaged. Printed list gratis.

A BROAD or ENGLAND.—As COMPANION GOVERNESS. English Literature, Mathematics, Latin (B.A.), some French, German, good Music. Very fond of teaching.—91E., Hooper's, 13 Regent Street, London. Others. List gratis. Established 1881.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

EDUCATIONAL AGENCY. (ESTABLISHED OVER 80 YEARS.)

Proprietors: Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

Offices: 84 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, have suitable Candidates placed in immediate communication with them free of charge. A List of Immediate and September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 353.

SOHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

A List of Immediate and September Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 347 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

GYMNASTIC, GAMES, AND SPORTS MISTRESSES. — LIVERPOOL PHYSICAL TRAINING COLLEGE. — Fully trained Teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

SCIENCE MISTRESS desires Re-engagement in School (or Family). Certificated and experienced Chief Subjects: Mathematics, Science, and Modern Geography. Not more than four hours a day teaching. Address—No. 9,760.*

EXPERIENCED Lady desires Re-engagement as non-resident MUSIC MISTRESS in a School within 50 miles of London. Pianist, with theoretical Diploma; also Mrs. Curwen's Method and Appreciation Classes. Educated in Germany. Address—No. 9,769.*

TRAINED, Experienced, and Certificated KINDERGARTNER requires Post as Kindergarten, Preparatory, or Lower Form Mistress. Nature Study, Educational Handwork, Needlework, Drill. Has successfully coached for N.F.U. Higher. Address—No. 9,770.*

GRADUATE wishes TUTORING or part-time school teaching. A few hours a week only. Subjects: Mathematics and Science (Physics, Chemistry, Botany). Experienced in preparing for examinations. Address—E. M., 36 Richmond Road, Bayswater, W.

VISITING MUSIC MISTRESS, L.R.A.M., Professor Blackheath Conservatoire. Piano, Theory, Harmony, Singing (Class and Solo) Preparation for L.R.A.M. and all other Examinations. — Miss GIBSON, 25 Hervey Road, Blackheath.

YOUNG French Lady desires situation as FRENCH MISTRESS, London or Suburbs. Certificates (Brevet Supérieur), pure accent. History, Literature, English, Needlework. — Miss TROTTON, c/o Mrs. Burton, Salruick, Granville Road, North Finchley.

ADVERTISEMENT and other matter for JUNE issue must reach the office by May 23rd noon.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

CUMBERLAND EDUCATION COMMITTEE.

WORKINGTON COUNTY TECHNICAL AND SECONDARY SCHOOL.

The Governors invite applications for the post of FIRST ASSISTANT MISTRESS in this School. Applicants must be under 40 years of age, and have a University Degree or equivalent, with experience in Secondary or High Schools. Special subjects: English and History.

Salary £150, rising for satisfactory service by £10 annual increments to £200.

For special qualifications and experience a commencing salary higher than the minimum may be fixed.

Further particulars, with forms of application to be returned on or before 9th May, 1914, may be obtained from the undersigned on receipt of stamped addressed foolscap envelope.

C. COURTENAY HODGSON,
The Courts, Carlisle. Clerk to the Governors.
18th March, 1914.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

Our ordinary scale is:

10 copies of one Testimonial...	1/-, post free.
20 " " " "	1/6, " "
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SIZE: QUARTO OR FOOLSCAP.

ACCURACY GUARANTEED.

CLEAR AND UNIFORM COPIES.

WORK SENT BY RETURN OF POST.

Prices for PRINTED testimonials, applications &c., with specimens, will be sent on request.

KING, 45 BEDFORD ROW, LONDON, W.C.

FOR BRIEF LIST of MASTERS DESIRING

POSTS see page 305, or apply to Messrs. J. & J.

PATON, 143 Cannon Street, London, E.C. [Their

Telephone Number is 5053 Central.]

GODOLPHIN AND LATYMER

SCHOOL, HAMMERSMITH. — Required, for September, an experienced MISTRESS to teach Physics up to the Standard of London Intermediate Science, and some Mathematics. Degree essential. Games desirable. Salary from £150, according to qualifications and experience. Apply, with full particulars and testimonials, to HEAD MISTRESS.

EDGE HILL TRAINING COL-

LEGE FOR WOMEN, LIVERPOOL. — Required in September, two Resident LECTURERS, each to undertake any two of the following subjects: English, History, Geography, Music, and to help in the supervision of the students' school practice. Degree essential. Salary £100. Apply with Testimonials and stating qualifications to the PRINCIPAL.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Examination Papers. Perfect work. — MAUD GLENISTER, 3 Friar Park, North Finchley, N.

CAMBRIDGESHIRE EDUCATION COMMITTEE.

CAMBRIDGE AND COUNTY SCHOOL FOR GIRLS, CAMBRIDGE.

A MATHEMATICAL MISTRESS is required for September next. Mixed Mathematics should be a strong subject, with practical work. She will be required to help with the Science work. Salary £130 a year (non-resident), or according to experience and qualifications. Forms of application may be obtained of the undersigned, and should be returned on or before May 15th, 1914.

AUSTIN KEEN, M.A.,
County Hall, Education Secretary.
Cambridge.

INDIA, DACCA TRAINING COLLEGE.

VICE-PRINCIPALSHIP.

The Government of India require a VICE-PRINCIPAL for the Training College at Dacca in Bengal.

Candidates should not be more than about 30 years of age, and should have a good Honours Degree in Physics and Chemistry at a British University.

The appointment will be in the Indian Educational Service. The salary will be Rs. 500 a month, rising by annual increments of Rs. 50 a month to Rs. 1,000 a month.

Applications should be sent in covers marked to "C.A." the SECRETARY, Board of Education, Whitehall, London, S.W. Scottish candidates should write to the SECRETARY, the Scotch Education Department, Whitehall, London, S.W.

The selected candidate will be required to take up his duties in October, 1914.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, The Journal of Education fulfils a very useful mission to secondary teachers."—The Western Daily Press.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

THE JOINT AGENCY FOR WOMEN TEACHERS.

74 GOWER STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges

for September should apply at once to the Registrar. **Governesses seeking Private Posts** are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

MATHEMATICS and SCIENCE POSTS.

- Science Mistress**, specialist in Physics for Public School in London W. Degree and Experience. Salary up to £150. JA 9083
- Mathematics Mistress** for Public School in Scotland. Advanced Mathematics and some elementary Physics needed. Degree and training or experience. Salary £125 to £145 non-resident. JA 9683
- Mathematics Mistress** for High School in North of England. Cambridge Tripos preferred. Salary £110 to £125 non-resident. JA 9686
- Science Mistress** for Grammar School in Kent, to teach Physics, Chemistry, Hygiene, Elementary Mathematics, and to take part in Games. Age 25 to 32. Degree, training and experience needed. Salary £130, rising to £150 non-resident. JA 9703
- Science Mistress** for High School in Lancashire, to teach Botany, Zoology, Elementary Chemistry, Physics, Mathematics, and if possible Geography. Salary £120 non-resident. JA 9708
- Mathematics Mistress** for Public School in Cambridgeshire. Help with Science needed. Salary £130 non-resident. JA 9719
- Senior Science Mistress** for Public School in Yorkshire to teach Chemistry and Physics. Salary up to £150 non-resident. JA 9764

CLASSICAL POSTS.

- A Mistress** for Classics and some English in Public School in Lancashire. Oxford, Cambridge or London degree. Churchwoman. Salary £110 to £120. JA 9697
- A Classical Mistress** for a Public School in Cheshire. Degree (not Irish) essential. Experience desirable. Salary £120 non-resident. JA 9714

GEOGRAPHY and HISTORY POSTS.

- Mistress** to teach Geography and Botany in a Public School in Berkshire. Degree or Geography Diploma, and training or experience needed. Salary £120 non-resident. JA 9706
- Geography Mistress** for Girls' Grammar School in Lancashire. Botany needed, a little French desirable. Charge of a middle Form. Training or experience. Salary £110 rising to £120 non-resident. JA 9755
- A Mistress** for Public School in Scotland to teach History and Literature in the Junior and Middle School. Degree and training essential. Experience desirable. Initial Salary £110 to £130. JA 9771

MODERN LANGUAGES POSTS.

- An Assistant Mistress** in a High School in the North of England to teach French or German, and Science or Mathematics. Residence abroad essential. Salary £105 to £120 non-resident. JA 9688
- An Assistant Mistress** for a Public School in London, S.E., to teach French and English. Degree and training Essential, experience desirable. Salary £120, rising to £220. JA 9710

MODERN LANGUAGES POSTS—continued.

- An Assistant Mistress** for a Public School in Cheshire to teach French. Desirable subjects:—German and Scripture. Experience essential. Salary £130 non-resident. JA 9715
- An Assistant Mistress** to teach French in an Intermediate School in Monmouthshire. Degree, experience, and residence abroad essential. Salary £130 non-resident, rising to £160. JA 9758
- An Assistant Mistress** in a High School in Cheshire to teach French, and if possible Arithmetic. Degree and experience needed. Salary up to £130 non-resident. JA 9699

ENGLISH POSTS.

- Assistant Mistress** for Kent County School. Good English needed. Desirable subjects are Junior French, Mathematics and Drawing. Degree. Salary £120 non-resident. JA 9698
- Assistant Mistress** for good English and History in High School in Shropshire. Elementary Algebra, Arithmetic and Geography wanted. Salary £120 non-resident, possibly £130, to a trained teacher with Honours degree. JA 9701
- Assistant Mistress** to teach English Language and Literature in an Intermediate School in Monmouthshire. Degree essential, experience desirable. Salary £120, rising to £160. JA 9757

JUNIOR and KINDERGARTEN POSTS.

- First Form or Junior Mistress** for High School in Devonshire. Geography and Elementary French. JA 9450
- Mistress** for Preparatory Department of Public School in Yorkshire. Organizing power and experience in training students essential. Salary £115 or £120. JA 9762
- Mistress** for Preparatory Department of Public School in Scotland. Ability to train Students and to teach Arithmetic up to Lower Fourth Form Standard essential. Higher Certificate of the N.F.U. needed. Experience desirable. Salary £100 to £120 non-resident. JA 9772
- Junior Mistress** for High School in West of England to act as Second House Tutor in Boarding House for 25 girls. Games essential. Age 20 to 25. Some experience is desirable. JA 9749

ART, GYMNASTICS, and MUSIC POSTS.

- Art Mistress** for High School in Lincolnshire, to teach Drawing, Painting, Art Needlework, Clay Modelling, Brushwork, and, if possible, junior English and Piano. Experience and good qualifications essential. Salary about £80 resident. JA 9436
- Two Mistresses** wanted for Private School on South Coast—a Music Mistress to teach Piano and Class Singing, and a Gymnastics Mistress who can undertake remedial work. Salaries from £45 resident. Possibly as much as £70 may be given to one of the Mistresses if she can act as Senior Staff Mistress. JA 9732, 9733
- Two Music Mistresses** wanted for Private School in the West of England. One of the two must have been trained in Dalcroze's Eurhythmics. Salaries about £120 non-resident. JA 9747

GENERAL POSTS.

- Head Mistress** for School under Sisters in Sussex. Degree essential. Age about 35. High Churchwoman. Salary £180 non-resident. JA 9423
- Mistress** for Church of England School in Yorkshire, to teach French, some Latin, and to take part in Games. Degree. Salary £50 to £55 resident. JA 9675
- Mistress** for Private School (30 boarders) on South Coast, to teach English subjects including Geography. Churchwoman. Salary from £45 resident; to a really responsible Senior Mistress £70 would be given. JA 9731
- Mistress** for Private School in Cheshire to teach English subjects, Elementary German, and Drawing. Degree needed, or Higher Local with Training and experience. Salary £60 resident. JA 9744

COLONIAL POSTS.

- Mistress** for a School in Swaziland to teach Mathematics to Inter. Standard, and French or Drawing. Training or experience needed. Churchwoman. Salary £80 res. JA 9524
- Assistant Mistress** for small School in Buenos Aires. Subjects: Science, Mathematics, Geography, Junior English, Games. Initial Salary \$100 a month resident, rising to \$120. Passage paid 3 years' agreement. JA 9619
- Modern Languages Mistress** for Private School in New Zealand (South Island). Subjects: French and German. Residence abroad essential. Post suitable for Englishwoman or Frenchwoman. Salary from £100 resident. JA 9593
- Music Mistress** for School in Pietermaritzburg. Subjects: Singing, and Piano (Matthay Method) or Rhythmic Classes. L.R.A.M. or A.R.C.M. qualification in Singing wanted. Initial Salary £90 res., rising to £120. Pass. out paid. JA 9660
- Art Mistress** for School in Pietermaritzburg. Subjects: Drawing (Ablett), Painting, Art Embroidery, and Needlework. Initial Salary £90 resident, rising to £110. Passage out paid. JA 9666
- Three Mistresses** wanted in a growing Private School in Saskatchewan; at present there are 30 boarders, there is room for 80. (1) Experienced Mistress for Literature, Grammar, Latin. Salary £90 resident. (2) Mistress for Arithmetic, elementary Mathematics and Science, and some English. Salary £80 resident. Degree and training or experience needed. (3) Art Mistress who can teach on the Ablett System. Art Needlework, Nature Study, and junior English needed. Salary £80 resident. In each case passage out will be paid on a three years' agreement. JA 9752, 9753, 9754
- A Mistress** to take charge of a Preparatory Form (ages 8 to 11) in a large Public School in Montreal. Supervision duties (25 boarders) shared with three other Mistresses. Good qualifications and experience needed. Musical ability desirable. Salary £100 to £120 resident and £10 allowance for passage. JA 9773

Teachers who would like to apply for any of these posts should write at once for the Regulations of the Agency. No Registration Fee is charged to Members of the following Societies:—

**The Teachers' Guild,
Association of Assistant Mistresses,
The College of Preceptors;**

and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the Summer and September Terms for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS for good-class School in London, to teach English Literature and Scripture up to Matriculation Standard. Salary £50 to £60 Res.—No. 584.

ASSISTANT MISTRESS for Private School within easy reach of London, to teach English, French, and Botany. Salary £40 to £50 Res.—No. 612.

ASSISTANT MISTRESS for Girls' College in London, to teach usual English subjects, Scripture and Mathematics to Junior Cambridge Standard. A recommendation to offer German up to Junior Cambridge Standard. Salary according to qualifications and experience.—No. 643.

ASSISTANT MISTRESS for Private School on the South-East Coast, to teach advanced English, simple Drill, and Hockey, and, if possible, German. Salary £45 Res. If able to offer German, £50 Res.—No. 624.

SECOND FORM MISTRESS for high-class School near London, to teach Mathematics up to Senior Oxford Standard, and to take a class up to the same Standard. Experience essential. Salary £50 Res.—No. 670.

JUNIOR FORM MISTRESS for high-class School on the South Coast, to take a class of children, ages 11 to 13; also to take Nature Study throughout the School. Salary £50 to £60 Res.—No. 701.

SENIOR ENGLISH MISTRESS for high-class School on the South Coast, to teach Modern Geography and to take Swedish Drill Classes twice a week. Experience essential. Salary £50 to £55 Res.—No. 746.

SENIOR MISTRESS for small high-class School in the North, to take entire charge of the First Class, to teach all English subjects, Latin, elementary German; Games are essential. Salary £60 Res., rising.—No. 748.

ASSISTANT ENGLISH MISTRESS for large Private School within easy reach of London. Salary according to qualifications and experience. Degree and experience essential.—No. 731.

JUNIOR ENGLISH MISTRESS for high-class School in the South-West, to teach Modern Geography throughout the School. Experience essential. Salary £70 to £80 Res.—No. 734.

MATHEMATICAL AND SCIENCE MISTRESSES.

FIRST FORM MISTRESS for Girls' College in the North, to help with Latin and the Mathematical Division in the Middle School. Degree with experience essential. Salary £50 Res.—No. 706.

MISTRESS for Private School near London, to teach Mathematics and Science throughout the School. Degree with experience essential. Salary £60 Res.—No. 719.

MATHEMATICAL AND SCIENCE MISTRESSES—continued.

MISTRESS for Boys' Preparatory School in the South, to teach Mathematics, Drawing, and Games. Recommendation to offer Latin. Experience essential. Salary £40 Res.—No. 747.

VISITING MISTRESS for Private School within easy reach of London, to teach Mathematics and Science. Experience essential. Salary according to qualifications and experience.—No. 711.

KINDERGARTEN AND LOWER FORM MISTRESSES.

MISTRESS with an A-Grade Certificate for Training College in South Africa, to teach School Method to Student Teachers. The College trains native boys and girls as teachers. Salary £120 Res. Passage. Contract to be signed for one year from the time of arrival.—No. 269.

KINDERGARTEN MISTRESS for Private Day and Boarding School in South Africa, to take charge of the Kindergarten and to instruct two Students in the Theory and Practice of Kindergarten Teaching. Salary £75 Res. Passage.—No. 535.

LADY TEACHER for Training College in South Africa. The College trains native boys and girls as teachers. The lady appointed must hold a Certificate. Salary £100 Res. Passage. Contract to be signed for one year from the time of arrival.—No. 636.

KINDERGARTEN MISTRESS for Boys' Private School in London, to teach a class of children under 8, and give Drawing and Nature Lessons to older children. Salary £40 Non-res., morning work only.—No. 693.

KINDERGARTEN MISTRESS for Private School on the East Coast, to teach English, French, and Geography to Junior Cambridge Standard. Class Singing and Drawing. Recommendation to offer some German. Salary £40 Res.—No. 699.

JUNIOR MISTRESS for Girls' School on the South Coast, to teach English, Modern Geography, elementary Mathematics, and good Arithmetic. Recommendation to offer German. Salary £35 Res.—No. 756.

MATRONS AND LADY HOUSEKEEPERS.

WORKING MATRON for Boys' School on the East Coast. Previous school experience essential. Salary £30 Res.—No. 638.

LADY MATRON NURSE for Girls' Home School within easy reach of London. Previous experience essential.—No. 738.

ASSISTANT NURSE MATRON for large Boarding and Day School within easy reach of London. Salary £35 Res.—No. 679.

MUSIC AND ART MISTRESSES.

MUSIC MISTRESS for Private Day and Boarding School in South Africa, to teach Piano and Violin. Salary £90 Res. Passage paid.—No. 536.

MISTRESS for High School in the North, to teach Drawing on the Royal Drawing Society lines, Modern Geography and Sewing. Salary £100 to £110 Non-res.—No. 599.

MISTRESS for high-class School in the South-West, to teach Music throughout the School. Degree with experience essential. Salary £120 Non-res.—No. 735.

MISTRESS for high-class School in the South-West, to teach Music. Training in Dalcroze Eurhythmics essential. Salary £120 Non-res.—No. 736.

MUSIC MISTRESS for small Home School in the South-West, to teach Piano, Class Singing, elementary Solo Singing, Theory and Harmony. Salary according to qualifications and experience.—No. 737.

MISTRESS for good-class School within easy reach of London, to teach advanced Drawing and Painting. Recommendation to offer Junior English to Senior Cambridge Standard. Salary according to qualifications and experience.—No. 739.

FOREIGN MISTRESSES.

GERMAN MISTRESS for high-class School near London, to teach German and Music. Experience essential. Salary £50 to £100 Res.—No. 619.

FRENCH MISTRESS for Girls' College in the South, to take French Literature to the Cambridge Higher Local. Salary according to qualifications and experience.—No. 741.

GAMES AND GYMNASTIC MISTRESSES.

MISTRESS for Boarding and Day School on the South Coast, to teach Gymnastics, Dancing, and Games. Salary £50 Res., with extra fees for remedial work.—No. 677.

MISTRESS for large Private School near London, to teach Gymnastics. Experience essential. Salary according to qualifications and experience.—No. 689.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the term commencing in **September next**, are invited to apply (as soon as possible) to **Messrs. Griffiths, Powell, Smith & Fawcett**, who will furnish details of all the best vacancies in Public and Private Schools. Address—**Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

N.B.—Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

CREDITON, DEVON, HIGH SCHOOL FOR GIRLS.

Applications are invited for the position of **HEAD MISTRESS** in September next, at a salary of £250 with boarding house. Particulars of the appointment and application forms can be obtained from Mr. J. SYMES, Solicitor, Crediton, to whom applications must be sent by 12th May, 1914.

NORTH RIDING OF YORKSHIRE COUNTY COUNCIL.

EDUCATION COMMITTEE.

SALTBURN HIGH SCHOOL FOR GIRLS.

Wanted, in September, a **GEOGRAPHY MISTRESS** and a **SCIENCE MISTRESS**. One of these will be expected to take up the duties of Second Mistress in the School. Degree, training, and good experience in secondary school work essential in both cases. Games desirable. Salaries according to qualifications and experience. Apply not later than 16th May, giving full particulars of education, training, age, &c., to

J. H. WARD,
Clerk to the Governors.

Cleveland Education Office, Redcar.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

TRAINING COLLEGE IN DOMESTIC SUBJECTS.

CHIEF ASSISTANT wanted, preferably one who can offer Theory and Practice of Education, or one who holds Science qualifications as applied to Domestic subjects.

Initial salary, £130 to £150 per annum, according to qualifications and experience (partial board given).

Forms of application, which may be obtained from the undersigned, should be returned not later than the 23rd May, 1914.

G. S. BAXTER,
Secretary.
Education Office, Sheffield.
9th April, 1914.

LEEDS GIRLS' HIGH SCHOOL.

—Wanted, September, **ASSISTANT MISTRESS** for Geography. Graduate if possible. Subsidiary subjects: elementary Science and Mathematics. Needlework would be additional qualification. Apply—**HEAD MISTRESS, Leeds Girls' High School.**

WANTED, for September, JUNIOR

MODERN LANGUAGE MISTRESS with good French and English. Degree (or equivalent) and training essential. Initial salary £120—£130 according to experience, rising by annual increments of £10. Apply by May 13 to **HEAD MISTRESS, James Allen's Girls' School, East Dulwich Grove, S.E.**

REQUIRED, for ASCHAM

SCHOOL FOR GIRLS, SYDNEY, AUSTRALIA, a RESIDENT MISTRESS. Subjects: (1) French, (2) Elementary Latin. If possible, duties to begin July 29th. However, state earliest date prepared to sail. Initial salary from £100 to £130, according to qualifications. Outward passage paid. Apply immediately, stating qualifications, age, experience, &c., to **Miss GILMAN JONES, Woodgate, Four Oaks, near Birmingham.**

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL invites applications for the following positions vacant in September, 1914.

Candidates for these positions, with the exception of that of Art Mistress, must have passed a final examination for a degree held by a recognized University. In special cases the degree requirement may be relaxed provided the candidate is otherwise specially qualified. The commencing salary, except where otherwise stated, is from £130 to £170 a year, according to previous experience, rising to £220 by yearly increments of £10.

THE COUNTY SECONDARY SCHOOL, CHELSEA.

FORM MISTRESS WITH SPECIAL QUALIFICATIONS IN GEOGRAPHY.
Economics as a subsidiary subject desirable.

THE COUNTY SECONDARY SCHOOL, ELTHAM.

- 1. FORM MISTRESS WITH SPECIAL QUALIFICATIONS IN CLASSICS.**
Candidates should have obtained Honours in a Final Examination for a degree held by a recognized University. Mathematics as a subsidiary subject desirable.
- 2. FORM MISTRESS SPECIALLY QUALIFIED IN GEOGRAPHY.**
Elementary Science, Nature Study, and Handwork as subsidiary subjects desirable.
Good previous experience necessary in each case.

THE COUNTY SECONDARY SCHOOL, FULHAM.

- 1. ASSISTANT MISTRESS TO TEACH GEOGRAPHY** throughout the School and assist with Junior Mathematics or English.
- 2. ASSISTANT MISTRESS TO TEACH CLASSICS** up to the standard required for University Scholarships. Candidates should have obtained Honours in a Final Examination for a degree held by a recognized University. History as a subsidiary subject desirable.

THE COUNTY SECONDARY SCHOOL, KENTISH TOWN.

- ASSISTANT MISTRESS TO TEACH GERMAN AND FRENCH.**
- 2. ASSISTANT MISTRESS TO TEACH GEOGRAPHY AND HISTORY.**

THE COUNTY SECONDARY SCHOOL, PLUMSTEAD.

JUNIOR FORM MISTRESS SPECIALLY QUALIFIED TO TEACH GEOGRAPHY AND MATHEMATICS. Ability to help in school games will be a recommendation.

THE COUNTY SECONDARY SCHOOL, STREATHAM.

SENIOR MATHEMATICAL MISTRESS. Games desirable.

THE COUNTY SECONDARY SCHOOL, FULHAM.

ART MISTRESS. Good Secondary School experience with large classes essential. Salary £160 fixed.

Applications must be on forms to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 18th May. A separate form must be used for each appointment for which application is made. Every communication must be marked H 4 on the envelope.

Canvassing, either directly or indirectly, will disqualify an applicant. No candidate is eligible for appointment in a school of which a relative is a member of the Advisory Sub-Committee.

Education Offices, Victoria Embankment, W.C.
24th April, 1914.

LAURENCE GOMME,
Clerk of the London County Council.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL invites applications for appointment on the panel of lecturers in the following subjects in connexion with the classes and lectures for teachers to be held during the session, 1914-1915.

SUBJECT.	APPOINTMENT.	FEE.
Art	Lecturers	£1 1s. 0d. a meeting
	Lecturers	£1 1s. 0d. "
Handwork for Lower Standards	Assistant Lecturers	7s. 6d. "
	Lecturers	15s. 0d. "
Woodwork and Metalwork ...	Assistant Lecturers	7s. 6d. "

Applicants should have had teaching experience.

Applications must be on forms to be obtained, with further particulars of the appointments, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Saturday, 16th May, 1914. Every communication must be marked "Teachers' Classes" on the envelope.

Canvassing, either directly or indirectly, will disqualify an applicant.

Education Offices, Victoria Embankment, W.C.
22nd April, 1914.

LAURENCE GOMME,
Clerk of the London County Council.

HOMERTON COLLEGE, CAMBRIDGE.

FOR THE TRAINING OF ELEMENTARY SCHOOL TEACHERS.

Wanted, in September, an experienced **TEACHER** qualified to lecture in History and to assist in the supervision of School Practice.

Also an experienced **TEACHER** qualified to teach Educational Handwork (including Needlework if possible) and to assist in the supervision of School Practice.

Salary according to qualifications and experience, minimum £100 resident. Application (no special form required) to be made to the **PRINCIPAL** at the College.

SHERBORNE SCHOOL FOR

GIRLS.—Wanted in September, a **LADY HOUSEKEEPER MATRON.** Good school experience and some knowledge of sick-nursing essential. Apply—**HOUSE MISTRESS, Dun Holme, Sherborne.**

EXETER DIOCESAN TRAINING COLLEGE.

A **PRINCIPAL IN HOLY ORDERS** will be required at the end of September next. Salary £450 with an allowance for rent, rates and taxes. Applications for information to be sent to the Rev. F. W. GEGG, St. John's Rectory, 8 Dix's Field, Exeter.

WANTED, in September, TWO

MISTRESSES. Non-resident—(a) to teach Physics and Chemistry, advanced and elementary, with some Nature Study; (b) to teach English, Scripture, Junior French, and Geography. Degree essential. Games desirable. Salary £110 to £125 according to experience, training, and qualifications. Apply—**HEAD MISTRESS, Wheelwright Grammar School, Dewsbury.**

ADVERTISEMENT and other matter for **JUNE** issue must reach the office by **May 23rd noon.**

SANDWICH, KENT.**SIR ROGER MANWOOD'S GRAMMAR SCHOOL.**

The Governors invite application for the post of HEAD MASTER of the above School. Applicants must be Graduates of some University in the United Kingdom. The stipend is £90 a year with a capitation payment of £3. 10s. per boy. House rent free. The Head Master appoints the Assistant Masters, and will have to take over at valuation the school furniture and effects belonging to his predecessor. The school buildings stand in their own grounds of about 5 acres and include an excellent Laboratory, a Sanatorium, and a Great Hall. There are 92 boys at present in attendance. No canvassing of the Governors is allowed.

Forms of application can be obtained of the undersigned, to whom same must be sent completed (accompanied by three recent testimonials and two references) on or before the 15th of May endorsed 'Mastership'.

The appointment will take effect from the end of the Summer holidays.

W. R. HARRISON,
Clerk to the Governors.

Sandwich.
11th April, 1914.

BREWOD GRAMMAR

SCHOOL, STAFFORDSHIRE.—A HEAD MASTER is required for the above School, to enter upon his duties after the Summer vacation. Salary £200, with capitation fees, amounting to £107 for the year 1913. Accommodation for 35 boarders in the Head Master's House. The School is in receipt of grants from the Board of Education. There is an Agricultural side maintained by special grants from the Staffordshire County Council, great importance being attached to its efficiency. Candidates must be Graduates of a University in the United Kingdom. Applications, accompanied by copies of not more than three recent testimonials, and if desired the names of referees, must be received on or before the 15th May next by the undersigned, from whom further particulars can be obtained.—FREDERICK T. LANGLEY, 79 Darlington Street, Wolverhampton, Clerk to the Governors. 21st April, 1914.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

Two Resident ASSISTANT MISTRESSES wanted, to begin work on 3rd August.

(1) Art Mistress to teach Drawing (Ablett's System), Painting, Art Needlework and Embroidery, and all the Writing Classes.

(2) MUSIC MISTRESS, L.R.A.M. or A.R.C.M. in Singing, to teach Singing, Solo and Class, and Elocution.

Salary in each case £90, £100, and £110 for three successive years with board and residence, including holidays if desired. Passage out paid.

The School is a Boarding and Day School under a Committee.

Applications, with copies of testimonials, which will be returned after the appointment is made, names of referees to whom the candidate is personally known, and full information as to age, experience, and religious denomination to be sent to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

WOLVERHAMPTON HIGH

SCHOOL.—SENIOR SCIENCE MISTRESS, trained and experienced, wanted for September. General Elementary Science, Physiology, and Chemistry. Good salary according to qualifications. New buildings, well equipped laboratories.—Apply, giving full particulars, to the HEAD MISTRESS.

KENDRICK SECONDARY

SCHOOL FOR GIRLS, READING.
Wanted, in September, an ASSISTANT MISTRESS specially qualified to teach Geography and some Botany. Salary, £120 per annum. Applications must reach the HEAD MISTRESS at the School not later than 18th May.

WANTED, for September (1) SCIENCE MISTRESS, with Geography or Mathematics as second subject; (2) ENGLISH MISTRESS, with German or Geography as second subject. Honours degree, or its equivalent, and experience essential. Salary £120 to £150 according to qualifications.—Apply to the HEAD MISTRESS, Wycombe Abbey School, Bucks.

GLOUCESTERSHIRE**EDUCATION COMMITTEE.**

MISTRESS (Graduate, Trained) required to conduct Classes at various Centres for Pupil Teachers under Article 28, from September next. Salary £150 per annum and expenses. Forms of application and further particulars may be obtained from the SECRETARY, County Education Office, Shire Hall, Gloucester.

KENT EDUCATION**COMMITTEE.****GRAVESEND HIGHER EDUCATION SUB-COMMITTEE.****COUNTY SCHOOL FOR GIRLS.**

HEAD MISTRESS required in September for the new County School (the present mixed School will be divided into two separate Schools). Candidates must be Graduates of a British University, and experienced in Secondary School work. Initial salary not less than £200 per annum, according to qualifications and experience, with increments in accordance with the Committee's scale.

Forms of application and scale of salaries may be obtained from Mr. J. A. STURTON, Technical Institute, Gravesend, to whom applications should be sent not later than noon on 18th May, 1914. Canvassing will be considered a disqualification.

By Order of the Committee,

FRAS. W. CROOK,
Sessions House, Maidstone, Secretary.
14th April, 1914.

KENT EDUCATION**COMMITTEE.****TUNBRIDGE WELLS AND SOUTHBOROUGH HIGHER EDUCATION SUB-COMMITTEE.****COUNTY SCHOOL FOR GIRLS, TUNBRIDGE WELLS.**

Wanted, in September, (1) a FORM MISTRESS to teach French throughout the School; (2) a FORM MISTRESS to teach English, with junior French and Arithmetic as subsidiary subjects. Salaries according to the Kent Education Committee's scale. Forms of application and scale of salary may be obtained from Dr. J. LISTER, Technical Institute, Tunbridge Wells. Applications should be returned to Miss E. M. HUGHES, County School for Girls, Tunbridge Wells, as soon as possible. Canvassing will be considered a disqualification.

By order of the Committee,

FRAS. W. CROOK,
Sessions House, Maidstone, Secretary.
8th April, 1914.

KENT EDUCATION**COMMITTEE.****COUNTY SCHOOL FOR GIRLS, FOLKESTONE.**

Wanted, in September, a DOMESTIC SCIENCE MISTRESS, able to take Domestic Science, elementary Physics, and some General Form subjects. Initial salary £100 to £120 per annum, according to qualifications and experience, with increments in accordance with the Committee's scale.

Forms of application and scale of salaries may be obtained from Mr. J. QUICK, Technical Institute, Folkestone, and should be returned to the Head Mistress, Miss E. M. EWART, County School for Girls, Folkestone, not later than 11th May.

Canvassing will be considered a disqualification.

By order of the Committee,

FRAS. W. CROOK,
Sessions House, Maidstone, Secretary.
22nd April, 1914.

MANCHESTER HIGH SCHOOL**FOR GIRLS.**

Wanted for September, two ASSISTANT MISTRESSES, who must be College women. Salary according to scale; Pension Fund. Posts vacant are:—

(1) Mathematical Specialist, to prepare for College Scholarship Examinations; high Honour Degree essential.

(2) Junior Geography Mistress; must also be qualified to teach either Mathematics, English, or French.

Apply to the HEAD MISTRESS before Whitsuntide.

BARNESLEY HIGH SCHOOL

FOR GIRLS.—Wanted, in September, an experienced and well-qualified MISTRESS for Botany, Zoology, and Nature Study. Degree or equivalent and experience essential. Ability to teach another subject (e.g. Mathematics or Latin) a recommendation. Salary according to qualifications. Apply, with full particulars, to the HEAD MISTRESS.

BATTERSEA POLYTECHNIC, LONDON, S.W.

THE position of HEAD of the PHYSICAL TRAINING DEPARTMENT for WOMEN is vacant. Salary £200, rising by £10 per annum to £250. Further particulars may be obtained upon application to the SECRETARY.

ADVERTISEMENT and other matter for JUNE issue must reach the office by May 23rd noon.

NEWCASTLE-UPON-TYNE**EDUCATION COMMITTEE.****RUTHERFORD COLLEGE SECONDARY DAY SCHOOL FOR BOYS.**

Head Master: Mr. J. B. GAUNT, B.A., B.Sc.

Wanted, in September, a HIGHER GRADE FORM MASTER for HISTORY and ENGLISH. Salary £150 per annum, rising by £10 per annum to £200; also, a SENIOR FORM MASTER for HISTORY, ENGLISH, and LATIN. Salary £150, rising by £10 per annum to £180.

In fixing the commencing salaries, allowance will be made for suitable experience and satisfactory service in other Secondary Schools by reckoning three-quarters of each completed year's previous service, but omitting any fraction of a year below one-half, and in no case exceeding the maximum of the Committee's scale.

Application forms may be obtained by forwarding stamped addressed foolscap envelope to the SECRETARY, Education Office, Northumberland Road, Newcastle-upon-Tyne.

Applications must be received not later than 19th May, 1914.

COUNTY BOROUGH OF SUNDERLAND.**BEDE COLLEGIATE GIRLS' SCHOOL.**

Head Mistress: Miss M. E. BOON, M.A.

WANTED, in September, a Science Mistress (Chemistry, Elementary Science, Botany). An Honours Degree or its equivalent, and good Secondary School experience essential. Needlework a recommendation. Salary £100 to £150, according to scale; initial amount dependent on qualifications.

Application Form, which should be returned not later than May 12th, and Salary Scale, obtainable on sending stamped addressed envelope to the undersigned.

HERBERT REED,

Education Department, Secretary.
15 John Street, Sunderland.
April, 1914.

ENGLISH MISTRESS for September. Honours Degree or equivalent essential. Training or experience desirable. Apply immediately, giving full particulars, to Miss RHYS, The Belvedere School (G.P.D.S.T.), Liverpool.

TYPEWRITING (Certificated).—

Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

REQUIRED for the Summer Term

(May 5th), VISITING MISTRESSES for (a) German (Cambridge Locals), two or three lessons weekly; (b) Cookery and Domestic Science, two lessons of two hours per week; (c) Physical Exercises, one afternoon per week. Write, stating experience and fees required, to Miss RENAULT, 41 Haverstock Hill, Hampstead, N.W.

THE DIXIE GRAMMAR**SCHOOL, MARKET BOSWORTH.**

Applications are invited for Post of HEAD MASTER of this School (Boys), to begin in September next.

The present number of pupils is 57.

The salary will be £150 a year and a capitation fee of £3 per pupil per annum. In addition to the salary, a house with garden adjoining the school buildings is provided. There is accommodation for a limited number of boarders.

Applicants must be graduates of some University in the United Kingdom.

Applications, stating age, whether married or single, and qualifications, with two recent testimonials, must be sent, marked "Grammar School Mastership," by May 30th, to S. H. and W. J. PIGGIM, Solicitors, Hinckley, Clerk to the Governors of the said School.

ST. GEORGE'S SCHOOL FOR**GIRLS (Incorporated), EDINBURGH.**

Wanted at end of September:—

(1) FORM MISTRESS to teach mainly History and Literature in Junior and Middle School. Degree and training essential. Experience desirable. Initial salary, £110 to £130, according to qualifications.

(2) ASSISTANT MISTRESS for Preparatory Department. Must be competent to teach Arithmetic up to U. III or L. IV Form, and to help in training of Froebel Certificate students. Higher Certificate National Froebel Union essential. Experience desirable. Initial salary, £100 to £120, according to qualifications.

Applications, with full particulars of qualifications and copies of testimonials, should be sent by May 15th to the HEAD MISTRESS, 5 Melville Street, Edinburgh.

TO ASSISTANT MISTRESSES. IMMEDIATE AND SEPTEMBER (1914) VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT,
*Educational Agents (Estd. 1833), 34 BEDFORD STREET,
STRAND, and 22 HENRIETTA STREET, COVENT GARDEN,
LONDON, W.C., invite immediate applications from well qualified
Assistant Mistresses for the following Appointments:—*

IMMEDIATE VACANCIES.

India.—Graduate to serve in the triple capacity of a Governess to a girl of 6, Companion to the mother, and Secretary to the father. One experienced in Kindergarten methods if possible, Musical, Games; should also, if possible, be well read in Sociology and Economics. Salary about £200 and rooms, but not board. Engagement for 1 year at first. Passage out paid.—No. 784.

India.—Governess for well-known family. Able to prepare a boy of 13 for Matriculation in Physics, Chemistry, and general English. Salary £80 resident and travelling expenses.—No. 819.

Assistant Mistress to teach principally good Arithmetic, English Grammar, and Geography. Churchwoman essential. Experienced. First-class school on South Coast. Salary about £50 resident to commence.—No. 805.

SEPTEMBER VACANCIES.

Mathematical Mistress for County School. Mixed Mathematics should be strong with practical work. Assist with Science. Salary £130 non-resident.—No. 864.

Mistress for Training College in London. Able to prepare pupils for Preliminary Certificate, Board of Education, &c. Commencing salary £70 resident.—No. 797.

China.—Mistress for Dual School. Must be experienced and hold good certificates. Also able to teach Singing. Wanted in September. Salary about £140, with furnished rooms, but not board.—No. 741.

Art Mistress for County School, able to undertake Art Instruction, and to correlate it with Handwork and other subjects. Salary according to County Scale.—No. 856.

Language Mistress for good French and German. High-class school on South Coast. Fair salary resident.—No. 767.

Music Mistress for important School in Ireland. L.R.A.M. or A.R.C.M. desired. Piano, 200 other immediate vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

80 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT** to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 347 for brief particulars of some of the Schools Messrs. Griffiths, Powell, Smith & Fawcett now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: 34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

LIVERPOOL EDUCATION COMMITTEE.

QUEEN MARY HIGH SCHOOL FOR GIRLS.

Applications are invited for the following Post, vacant in September next:—

GEOGRAPHY MISTRESS, with either Elementary Mathematics or French as a second subject. Good qualifications in Geography essential; Degree desirable; also training and experience. Games an advantage. Salary at the rate of £110 per annum.

Further particulars and forms of application may be obtained from **JAMES C. LEGGE**, Director of Education, 14 Sir Thomas Street, Liverpool, with whom applications, accompanied by a letter of application and copies of not less than three recent testimonials, must be lodged not later than the 18th May.

EDWARD R. PICKMERE,

Clerk to the Local Education Authority.
24th April, 1914.

WANTED, in September (1) Senior FRENCH MISTRESS, Oxford Honour School or Cambridge Tripos preferred; residence abroad essential. (2) **DRILL AND GAMES MISTRESS**, Bedford or Dartford trained. Apply—**HEAD MISTRESS**, High School for Girls, Nottingham.

QUEEN ANNE'S SCHOOL, Caversham, near Reading. For September. A **MISTRESS** to teach Geography and French. Good qualifications and experience necessary. Churchwoman. Apply—**HEAD MISTRESS**.

Theory, Harmony. Staff of over 30 Mistresses. Salary about £60 resident.—No. 830.

Domestic Science Mistress for County School in Wales. Salary according to County Scale.—No. 880.

English Mistress to take History throughout the School, some Latin, elementary Mathematics, and English. Graduate looked for. Salary £60 resident.—No. 881.

Kindergarten Mistress for large School at Seaside. Higher N.F.U. Certificate. Able to train students. Able to Drawing a recommendation. Salary about £55 resident.—No. 863.

Art Mistress for good School in Warwick. Drawing, Painting, and Needlework. Churchwoman. Fair salary resident.—No. 792.

Three Mistresses for School in North of England. (1) French and German for Senior Oxford Exams. (2) Art for R.D.S. and Oxford Local Exams. (3) Swedish Gymnastics, Hockey, and Dancing. Violin and Cello should be taken between the Mistresses. Commencing salaries £45 resident.—Nos. 888, 890, and 889.

Graduate with special qualifications in History and Geography. Superior School in Somerset. Fair salary resident.—No. 886.

Mistress for good French and German. Experience abroad desired. Church of England Convent Boarding School. Salary from £50 upwards resident, according to qualifications.—No. 841.

Assistant Mistress for French and modern Geography. One who has resided abroad preferred. Salary £50 resident.—No. 736.

Mistress to teach Cookery, Laundry, Elementary Physics, Chemistry, and Needlework. Salary about £65 resident. Secondary School.—No. 780.

Games Mistress.—Certificated and able to take Swedish Drill, Remedial Exercises, Swimming, Cricket, Lacrosse, Tennis, &c. Salary about £70 resident.—No. 834.

Several **Form Mistresses** required at Salaries of £40 and £45 resident.

200 other immediate vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

80 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

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Please see page 347 for brief particulars of some of the Schools Messrs. Griffiths, Powell, Smith & Fawcett now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: 34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

LEEDS EDUCATION COMMITTEE.

THORESBY HIGH SCHOOL.

MISTRESSES required for the following subjects in September:—

(1) English. Honours degree essential; experience an advantage.

(2) Class Singing and Theory of Music. One subsidiary subject desirable.

(3) Cookery, with Needlework as a subsidiary subject. A good knowledge of Science essential.

(4) Junior Form subjects.

Salary varies according to qualifications and experience. Further particulars may be obtained from the **HEAD MISTRESS**. Applications, to be made on forms which can be obtained from the undersigned, should be endorsed "Thoresby High School," and addressed to the **SECRETARY FOR EDUCATION**, Education Offices, Leeds.

JAMES GRAHAM,
Secretary for Education.

Education Offices, Leeds.

FRENCH or French-Swiss Lady required, September, to teach some small French divisions and conversational French; also Piano, must have good method. Protestant; able to speak English. Salary £40 to £60 resident, according to qualifications. Apply **PRINCIPAL**, Penrhos College, Colwyn Bay.

WATFORD BOYS' GRAMMAR SCHOOL.

APPOINTMENT OF HEAD MASTER.

The Governors invite applications for the appointment of **HEAD MASTER** of the Watford Boys' Grammar School (a Secondary Day School). Salary £500, rising by £25 a year to £600. The person appointed will be required to take up duties on 14th September, 1914.

Applicants must be between the ages of 27 and 40, and must be Graduates of a University in the United Kingdom.

The present number of Scholars is 310.

Full particulars of the appointment and printed form of application, which alone can be received, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

Application forms to be returned not later than 30th May, 1914.

Canvassing a disqualification.

FREDERICK WILSON,

Clerk to the Governors.

Watford Place, Watford,
24th April, 1914.

Huddersfield Education Committee.

MUNICIPAL HIGH SCHOOL FOR GIRLS.

Wanted, in September—

(1) **SENIOR SCIENCE MISTRESS**, Chemistry and Physics. Honours Degree and good experience essential. Salary £150 to suitable candidate.

(2) **MODERN LANGUAGE MISTRESS**, French and German. Honours Degree. Experience and residence abroad desirable. Salary £125 to £135, according to qualifications and experience.

(3) **ART MISTRESS**. Must have taken necessary diplomas from well known Schools of Art or worked successfully in recognized studios. Must have had teaching experience. Salary £135 to suitable candidate.

(4) **DOMESTIC SUBJECTS MISTRESS**. Cookery, Needlework, Laundry, Housewifery. Ability to correlate with Science if necessary. Diploma of a first-rate Domestic Training College essential. Salary £110.

Forms of application may be obtained from the undersigned upon receipt of a stamped addressed foolscap envelope, and should be returned to me before May 12th.

O. BALMFORTH,

Secretary of Education.

Education Offices, Peel Street, Huddersfield.
21st April, 1914.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

DAY CLASSES FOR YOUNG EMPLOYEES.

Wanted, in September next—

THREE ASSISTANT MASTERS. Commencing salary according to post, £120 and £150.

FIVE ASSISTANT MISTRESSES. Commencing salary according to post, £100, £110, and £120.

Candidates with degree and with secondary school experience preferred.

The latest date for sending in application is May 11.

Full particulars of the above posts and forms of application will be sent on receipt of an addressed envelope.

Communications should be endorsed "Day Classes."

JNO. ARTHUR PALMER,

Secretary of Education.

Education Office, Margaret Street.

DUCHESS' SCHOOL, ALNWICK.

(Secondary Day School for Girls.)

REQUIRED, in September—

(1) **SCIENCE MISTRESS**. Nature Study, elementary Science and Mathematics in Lower Forms; Botany for Cambridge Locals.

(2) **JUNIOR FORM MISTRESS**, well qualified for English, French, and Physical Exercises.

Applicants must be University Graduates with Secondary Training or good experience. One post may be non-resident; the other with good board and residence in Hostel near School, where eight Mistresses live. Salary according to qualifications and experience, but not less than £120 (or equivalent), with provision for increase.

Apply immediately to **HEAD MISTRESS**.

WANTED, next September, in good School, **STUDENT-TEACHER** to work for Senior Cambridge or Matriculation July, 1915. Premium £6 per term.—B. 79 Palmerston Road Bowes Park, N.

ADVERTISEMENT and other matter for JUNE issue must reach the office by **May 23rd noon**.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

REQUIRED, for an excellent Private School in NEW ZEALAND, a MODERN LANGUAGE MISTRESS for French and German. Should be experienced and hold a Degree. Churchwoman preferred. Salary, £100 to £120 resident. Apply immediately, stating qualifications, age, experience, &c., to Miss GRUNER, 59 Cambridge Street, Hyde Park, London, W. Only suitable applications acknowledged.

REQUIRED, for a Girls' Govern-ment High School, Cape Province, South Africa, an ARITHMETIC MISTRESS. Degree and training essential. Salary £120 resident. Outward passage paid on three years' agreement. Apply, in writing, giving full particulars (age, experience, education, &c.), to Miss GRUNER, 59 Cambridge Street, Hyde Park, W.

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SCOTTISH SECONDARY EXAMINATIONS.

FOR the information of English educationists the evolution of the Leaving Certificate Examinations in Scotland has been already traced in articles which appeared in *The Journal of Education* in December, 1899, and in April, 1908. Since the latter date important developments have taken place in the direction of giving greater weight to the teacher's verdict on the pupil's work and attainment, and of providing a more simple and sensible arrangement of subjects for the Leaving Certificate, that so more freedom of curriculum might be possible in the later years of the secondary course.

For the secondary-school boy in a Scottish school there are two definite examinations, each with a double function. The Intermediate Certificate, obtainable at the end of the third (or fourth) year of the course, is meant to be evidence of a boy's fitness to proceed to the higher stages of secondary education, or, in the case of the pupil who has to leave school at fifteen or sixteen years, to attest that he has been carried satisfactorily through a three years' secondary course which has provided a well balanced and sufficiently varied selection of subjects suitable for a general education. The pupil who has gained his Intermediate Certificate and has continued his secondary studies may be presented at the end of his second (or third) Post-Intermediate year for a Leaving Certificate. The issue of this is intended not only to mark the satisfactory completion of a five (or six) years' secondary course, but also to attest fitness to enter upon University study. In actual practice 87 per cent. of the students who now enter the Scottish Universities are exempted from the Preliminary (*i.e.* Matriculation) Examination on the ground that they hold School Leaving Certificates covering the prescribed subjects.

The Intermediate Certificate as reorganized in 1906 is intended to be obtained at the end of the third year of the Secondary Course, but the nature and range of the examination is such that many pupils require four years. This extension of time seems unfortunate, as it is apt to reduce the remaining years of school life to two. It would be better educationally that of the six years (ages twelve to eighteen), which we may regard as normally available for the complete Secondary Course, the last three should be spent on the Post-Intermediate stage of the work. For the Intermediate Certificate there is a wide compulsory range of subjects—English (with History and Geography), Mathematics, Science, Drawing, and at least one language other than English, but excellence in one "may compensate for some degree of deficiency in another." No Certificate is granted or withheld without the consideration of the opinion of the teachers of the various subjects and the Head Master's judgment on the whole range of the candidate's work in school. These awards of the teachers are supplied to the Department before the written examination is held. The examination in all the subjects is on the lower standard. In Science it is entirely practical and oral; but in this subject, as well as in drawing, considerable weight is attached by the Examiner to the pupil's work done throughout the course. In Languages and in Mathematics there is both a written and an oral examination. In languages no texts are prescribed, a wise arrangement which makes for freedom in teaching, but is accompanied by the difficulty for the Examiner of setting papers that will not be unduly exacting.

Three years ago the Education Department, after lengthy and careful deliberation, recast the profession for the Leaving Certificate. The Department came to a final decision on the requirements only after the schools had each had an opportunity of submitting a scheme of courses that might be regarded as worthy of the award of a certificate. As far as any compromise can be acceptable, the official lines of recognition have met with general acceptance by the teachers. Among the Department's aims were the reduction of pressure on pupils at the Post-Intermediate stage and the provision, within reasonable limits, of greater freedom of choice of subjects of

study in the later years of school life. The certificate is now awarded on any profession which, as a minimum, includes higher English, higher Mathematics or higher Science, the higher stage of a language other than English, and a fourth subject studied satisfactorily to the end of the course, but not necessarily professed to the Higher Grade stage. All the subjects are examined on at the end of the course, both in writing and orally. The judgment of the teacher of each subject, as supplied in a schedule of marks for each pupil, receives careful consideration. The minimum list thus prescribed seems on the whole a very good formula for the solution of a very awkward problem. One of the difficulties to be met was the case of girls who did not continue Mathematics to the higher stage; these are now offered the alternative of higher Science. To what extent this is meeting the difficulty one cannot yet say. In addition to the above normal course, schools may submit special courses, with a different balance of subjects, specially suitable, for example, for boys entering industrial or business life or for girls who are not to train for a profession. All such schemes must receive Departmental sanction before they are entered upon. Naturally the tendency will be to scrutinize these carefully, lest they should become "cities of refuge for the weaker pupils." But the preservation in the official scheme of a niche for such variations from the normal is very desirable, as schools are thereby encouraged to solve the problem of higher education in the way best suited to the needs of their own areas and the desires of certain sections of their own parents.

The long delay of the Department in intimating the proposals for the Certificate as outlined above may have been partly owing to their desire to give to the Universities an opportunity to keep pace with their advance by an improvement of their Preliminary Examination; but, if so, they waited in vain. It is with regret that one has to record that the very reasonable demand made on the schools by the Department is not at the same time the minimum requirement for entrance to the Universities. That the normal type, at least, of Leaving Certificate issued by the Department should also be accepted by the Universities as a proof of fitness to enter on University studies is still a much needed reform. It is true that, as stated above, 87 per cent. of entrants into the Scotch Universities are exempted from the Entrance Examination because they possess the Leaving Certificate, but, to be accepted, such a Certificate must contain as a minimum (1) Higher English, (2) Latin or Greek, (3) Mathematics, and (4) another subject (e.g. Higher French, or Dynamics, or Practical Science). Of the three subjects named under (2) and (3) one must be higher, but the standard for either or both of the remaining two may be lower.

One naturally asks whether this profession is a better touchstone of intellectual discipline than the Department's minimum. He would be a very dogmatic man who would claim for it such superiority. But the stumbling-block in the way of the Universities' acceptance of the Department's prescription is that the latter have frankly discarded compulsory Latin or Greek, provided some other language is offered on the higher standard, whilst the Universities still cling officially to the belief that no man can be regarded as educated until he has obtained at least the slight modicum of classical knowledge that is indicated by a pass in Lower Latin or in Lower Greek. As a result of this view, the University position at present is that a schoolboy who has passed, for example, on the higher standard in English, in Mathematics, in French, and in German, is unfitted to enter on the studies of the Arts Faculty. But there are even worse anomalies than this among professional rules of recognition. In accordance with the regulations of the Medical Council, for example, a boy with passes in Higher English, Latin, Mathematics, and Practical Science is not fit to enter on medical studies; nor can he be accepted even as a veterinary or a dental student.

As a result of the Department's rearrangement several new subjects have now been admitted within the circle of higher grade studies. Among these are Music and Housecraft, but the range of study in these is wide and the standard of pass high. History and Geography, under the

new arrangements, continue to be an essential part of the examination in English for the Intermediate Certificate; but at the higher grade stage they have now been separated off from the paper in English, and are dealt with as independent subjects. The regulations demand that provision must be made for some instruction in history to all Post-Intermediate classes. If presentation on the higher grade in either History or Geography is to be made, each must have a reasonable amount of time, say four periods a week, devoted to it. One effect of this regulation has been to reduce greatly the amount of Geography and History instruction being given in the schools. A Committee of the British Association which investigated recently the subject of geographical teaching in Scottish schools has taken alarm, and in its report expresses the view that Geography should be made compulsory throughout the whole secondary course, and should receive at all stages a minimum of three and a quarter hours a week. One who knows the crowded time-table of a secondary school, however sympathetic he may be to the study of Geography, cannot read such a recommendation without a smile. The geographers, being specialists, are not hampered, like the schoolmasters, by having to consider any other subject than their own.

The course in each of these subjects must be submitted beforehand to the Department for its sanction. The same rule holds for drawing and science. The demand in the former has been greatly raised. The higher course must provide for instruction in one of two groups. The first includes Drawing, Painting, and Modelling, the work in one of the mediums being carried to a high standard. The alternative group consists of Drawing, Painting, with Design and Applied Art as embodied in suitable Art Crafts, and accompanied by some study of Architecture. Both groups are to include some knowledge of the history of Art. In Science the old arrangement of examining the school entirely on its own approved profession continues. The heuristic method is followed, and the freedom of the schools to draft their own schemes has, in the Intermediate curriculum produced, interestingly enough, a fairly uniform three years' course of practical physics and chemistry. For higher Science the widest freedom is allowed and encouraged. Even in the same school small sections of pupils may be specialized—some taking advanced physics or dynamics or chemistry, others some branch of botanical science, a specific biological investigation, or, for girls, the practical study in the laboratory of the chemistry of food-stuffs and articles of domestic use. As a rule, two Inspectors visit together, set relevant practical tests, and examine the note-books. The candidates are examined orally by each in turn, so that they may have the benefit of two estimates. The teacher's opinion also receives due weight. If any part of the profession is outside the ordinary range of equipment of the regular science inspectors, the Department do not hesitate to send an additional examiner, usually drawn from the staff of one of the Universities. Similar additional outside assistance in the examination of Drawing and of Music is made available. The general examination arrangements in all these subjects are conceived by the Department in a most liberal spirit, for which one has nothing but admiration.

The actual papers set in the written examinations on the whole merit and receive the approval of the teachers. There has been a continued progress on the part of the Examiners in their appreciation of what could be reasonably expected from school pupils, a more careful differentiation of higher and lower grade in languages, and generally, though varying by subjects and years, an excellent display of pedagogic skill and suggestiveness. Accompanying this has been a steady development in the method and usefulness of the oral examination. In no subject is this oral test now lacking. In the case of candidates for the Intermediate Certificate it seems to be used mainly as a means of testing the general reliability for the class as a whole of the Examiner's and the teacher's estimate. In the case of the leaving Certificate examinations it has in the last few years assumed a function of the very highest importance—that of settling doubt-

ful or, to use the Department's apt description, "marginal" cases. Where there is marked divergence between the place a pupil has on the teacher's list and on the examiner's there is a careful effort on the part of the visiting Inspector to determine which estimate should hold. No trouble is spared. The Inspector not only examines the candidate orally, but is prepared to go through his exercise books and to re-read his class examination papers for the year. The Department in the same way is ready to send on to the Inspector for his consideration on the spot the papers worked by the candidate on which the Department's award has been based. The Inspector hears the teacher's views for or against the pupil's pass, and in the light of all available data makes his final recommendation to the Department. But the system is not worked as a one-sided arrangement "for the rescue of brands from the burning." A candidate who on the strength of his performance in the written examination has obtained a bare pass may as a result of the oral test and a full consideration of the teacher's opinion be ultimately returned as failed. And this is right. It is perhaps even more important that the weak should not pass than that the strong should not fail.

Of special interest to teachers is a comparison of the teacher's estimate with the examiner's. The latest report on Secondary Education in Scotland quotes one of the Inspectors as saying: "In most schools the teacher's estimate was thoroughly reliable. When the result of the written examination did not agree with teacher's estimate, inquiry generally showed that the teacher's mark more fairly represented the value of the pupil's work. When the teacher's standard was not the same as the Department's—and it was nearly as often pitched too high as too low—the relative position of the candidates at all events was correctly given." Sir John Struthers adds: "While this happy experience was not universal, there is a consensus of opinion to the effect that the two standards are on the high road to an approximation that should ultimately be complete. This is specially true of the Higher Grade, where the correspondence is in some cases extraordinarily close, the two sets of marks in a large number of instances being either actually the same or within a very few units of one another." While there should be on the whole a general agreement between the teacher's assessment and the examiner's, it is perhaps right to indicate, from a teacher's point of view, that the Department may possibly be allowing themselves to put too much stress on the value of a very close correspondence between the two sets of marks. The use of two estimates is presumably to prevent good pupils from failing and weak ones from passing; in other words, there are pupils who will show better in an examination than they should, and another—and naturally more numerous—class who do worse than they deserve. It is clearly the teacher's duty to give credit to the steady industry that is producing sound knowledge, even if it is accompanied by some lack of speed, in the examination room, of brain or pen. Such a case will show, and ought to show, discrepant results.

To complete our account of the Scottish examinations, it remains to consider the question of the output of certificates in relation to the number of pupils under instruction. There is a difficulty in arriving at a sound judgment on this important point. The Scotch Education Department, unfortunately, is not alive to the need of giving us more copious secondary statistics and on a better arranged plan. The figures appear annually separated under different classes of schools in different parts of the Blue book, and, worse still, exhibited in different ways. Junior students (that is, a section of those preparing for the teaching profession) are dealt with separately from the secondary pupils. A good deal of desirable information is also quite lacking. To show the difficulty, such simple questions as the following cannot be answered directly from a study of the Department's Blue book: What is the total number of pupils taking the first year of a secondary course? How many the third? How many the sixth? How many pupils in Scottish schools are studying Greek, how many were presented for examination in a given year, and how many passed? How many pupils study German? How many Commercial Subjects? The simplest questions on organiza-

tion and curricula are similarly left unanswered. It is not that the Department do not possess all the data required. They have the figures available, but they make the mistake of keeping them to themselves. Doubtless this stifles a certain amount of ill-conceived criticism that might find annual expression, but it is not the best way to produce intelligent educators or a backing of well-informed public opinion.

To make what we can of the figures available, the number of Intermediate Certificates gained last year was 5,088, being 80 per cent. of those presented. This represents a great advance within recent years. For the past five years the numbers have been respectively 3,540, 4,093, 4,797, 4,761, and 5,088. Is this a satisfactory output? On the whole this question must still be answered in the negative. Somewhere about thirteen to fourteen thousand pupils annually enter on the work of the first secondary year. Is it sufficient that the Intermediate Course should be satisfactorily completed by five thousand of these? Many who begin fall off, and it is proper that there should be a good deal of leakage of this kind. Probably no good purpose is served by encouraging pupils of a secondary school to continue their attendance when they have reached the end of their aptitude. But five thousand winners out of fourteen thousand starters is not enough.

Does the same criticism apply to the Post-Intermediate pupils and the number of Leaving Certificates gained? The figures here seem to be satisfactory. One is glad to be able to record that the strictures passed on this point in 1908 are no longer applicable. The 725 passes then commented on have given place to the 1,739 of 1913. It is not possible, however, to speak with absolute assurance on the point, as one cannot from the figures supplied find out how many Post-Intermediate pupils there are, or what proportion of these are in the outgoing class. But the likelihood is that the leakage during the Post-Intermediate portion of the course is slight; that almost all of the outgoing pupils are presented, and (this on Blue book evidence) that 76 per cent. of those presented gain the Certificate. The conclusion seems to be that the examination is now in close relation with the product of the schools.

Regarding the examinations as a whole, it must be said that Scotland's twenty-five years' experience of the State inspection and examination of secondary schools has been a distinct success. The schools have doubled in number, equipment and staffing have been improved, the quality of the work being done has been greatly raised and its range extended. The examinations have been of especial value for the remoter and smaller schools. The benefit to these of having their pupils admitted to the same examination, to be judged by the same examiners and on the same standard as in the case of the largest and best equipped city schools, has been incalculable, and has been quite on the line of Scotland's peculiarly democratic outlook on higher education.

The Scotch Education Department may well congratulate themselves on the success that has attended their examination system in its contribution towards an ordered systematization of the nation's resources for higher education, and in the actual rise in efficiency of the individual schools examined. This success is in great part owing to the Department's own clearness of educational vision, persistence of aim, and cautiousness of advance, and has been greatly aided by the fine tradition of loyal service that actuates their official staff. In actual practice, as has been shown, the examinations have worked well; they have secured the confidence of the public and the teachers; and they have shown a steady forward movement and an absence of stereotyped rigidity that has made it possible for them to reflect readily the expanding educational ideal.

No one concerned with education can have regarded with other than keen interest the growth in England within recent years of the idea of a national system of education, in which would be found room for all the varied educational ideals and activities that accompany the diverse views that hold English minds on social, economic, and religious questions. With the growth of this idea the belief seems to be gaining ground

that some system of national examinations would better meet the needs of the secondary schools of England than the present multiplicity of tests of assorted standards and varying values conducted by divers authorities. The secondary problem in England is not only larger but essentially more complicated than in Scotland. Should public opinion, however, come to the conclusion that a national examination is desirable, then the quarter-century evolution of the Leaving Certificate Examinations in the sister country may well prove of interest as exhibiting in its history certain things to avoid and certain things to seek. The general success of such an experiment on a national scale cannot be regarded as other than encouraging.

W. J. G.

PSYCHOLOGY AND THE TRAINING OF THE TEACHER.*

By W. H. WINCH.

WHEN, some fourteen or fifteen years ago, I began in England to advocate that the methods of experimental psychology should be applied to the solution of pedagogical problems, I found myself—like all pioneers—in difficulties. Educationists said I was not really an educationist at all, but a psychologist. The wheel has turned full circle; for now it is often said that I am not really a psychologist, but an educationist. It is not, even yet, fully recognized in this country that it is just this combination of educational and psychological training which makes it profitable to undertake educational research, and which emboldens me to address you to-day on the subject you have selected.

Most of you will remember James's little book, "Talks to Teachers," written about that time. You know his position. I tried to counter it in my "Problems in Education," and I will try, very briefly, to make the issue clear. James said the general principles are what the teacher wants; he has no use for psychology of the brass-instrument variety. Well, James was not much of a pragmatist then, or he would have argued that principles are most elusive, most misleading, and, what is worse, most boring to the student, unless they have a big factual basis. The logical difficulty I need not press, for it is now admitted that a principle is, strictly speaking, nothing unless one knows the cases which come under it, and knows them, as it were, independently of the principle, from which, indeed, the principles are derived. The administrative difficulty still confronts us, and, for myself, I can only say that were I compelled to choose between a man of theoretical psychological knowledge only, and a man without that knowledge but possessing practical experience, I should certainly choose the latter. In one sense, too, James was wrong about brass-instrument psychology, for the analytical psychology of sensations has a place in the science, but he was right in intent; for when I went to America later on I found that psychology, as taught in the most advanced educational institutions, was just that laboratory psychology which James said, and I heartily agree, was not the psychology which could be of service to the teacher. The general belief in the practical value of this analytical psychology of sensations is, in my judgment, based on a conception of science which is in rapid decay. It is the old view of elements over again; once get the elements, and one can build up a whole world by combinations and inferences. The elements are the stable things; all else is flux, regular flux, because it is made up of combinations of the analytical things we know. So the implications run. I believe these propositions to be misleading, even for psychological science; they are certainly false in Child-Study; for we cannot build up our children's minds from the sensational elements of the laboratory; each mental state is *sui generis*; it is not merely an additive sum of elements.

* An Address to the Annual General Meeting of the Training College Association at Cambridge, March 21, 1914.

Of course we must have analyses, but we can't build up the child's mind from them by a process of addition, either simple or compound. And, for experimental purposes in Child-Study, it is a vital point that compounded processes, and what are usually called the "higher mental processes," are much steadier and more reliable than sensations and so-called elementary activities.

You will probably say that I am now at an impasse. I have rejected the mere principles, I have rejected the analytical psychology of sensation, whose home is the laboratory, not the school. What sort of psychology, then, do I want for the teacher? I want a short course full of cases and illustrations—indeed, built up from them, leading to a fairly satisfactory psychological terminology. May I quote a sentence from an article of mine in *The Journal of Education*, September, 1908? "The first thing," I said, "that the teacher wants is an easy analysis of his own mental experiences, to which his attention can be directed introspectively." Once more let me say what I do not mean. I refer you to a review of mine in *Mind* of "Das Seelenleben des Kindes," by Prof. Groos. It is a book for teachers, but enters into minute distinctions between psychological terms and into recondite and disputed questions of terminology which will leave the teacher gasping. The disputes of the psychological experts about names are nothing to him, and very often nothing to educational research. Who actually works, for example, with the difficult conception of Instinct? What we want to know is how far, so to speak, a child or young person will develop without teaching, and what differences, advantageous or otherwise, teaching makes; and we can do this quite well without entering into disputed questions as to instinct.

So much (or so little, for time presses) about the teachers' grammar of psychology—like all grammar, to be learnt functionally. What shall form the body of his psychology? This is now being built up—it has already attained considerable stature—in research work done under school conditions in America, in Germany, and to a lesser extent in England. Nor must we forget Binet's work in France nor that of the Belgian and Swiss workers. Characteristically enough, the German *Lehrerverein*, in its Institute for research at Leipzig, has launched into theoretical work, in direct antithesis to the aim of our new Research Society of London Teachers, whose intentions avowedly are wholly practical.

Two main lines of research provide the material for teachers. First, work in the evolution of the growing body and mind. This gives us much, and is most suggestive for educational theory. Suggestive, I say, not conclusive, for the determining issues for teachers rest with another and newer science—to wit, Experimental Pedagogy. Secondly, then, we must turn to the body of fact and criticism which is now growing up, in which we find the suggestions of psychology tested in actual practice as school methods. It is entitled in several ways, but the German term, Experimental Pedagogy, seems to me the best.

Now I will leave the high *a priori* road, and descend, or ascend, to the world's experience of the psychological preparation of teachers. We have it not, Germany has it not, but America has. I suggest to you to read O'Shea's article in the *Journal of Educational Psychology* on "Psychology in the Training College." The outstanding thing to me is that the teachers themselves say that psychology, as hitherto taught, has not helped them. Yesterday I asked a brilliant young teacher whether she found her training-college psychology helpful in her class work. She said she thought she might in difficult cases, but went on to say that up to the present she had had no such cases. I know teachers are hard to please, and I lay little stress on an opinion gathered here and there, but the consensus of opinion collected from American teachers cannot be lightly dismissed. There certainly seems good reason for trying new methods and new material in "psychology for teachers."

Who is to teach them? If we can get men and women with good academic training in psychology, who are also experienced and highly skilled teachers of boys and girls, we

should welcome them gladly. Such persons are ideal, but they cannot be very young, and the salaries offered in training colleges will not keep them away from positions in inspection and educational administration. I said "ideal," but not perhaps quite, for such persons should be trained in educational research rather than in purely psychological investigation; for though method does "transfer"—to use a term of which much more will yet be heard in educational disputes—it does not *wholly* transfer to changed material and changed conditions. The school has its own *milieu* and its own problems, and the methods of attack will of necessity differ.

Finally, let me say that I have painted the virtues of psychology in education in sober hues, as becomes one addressing expert educators. I am, indeed, not quite sure that it will not now suffer from its friends, as heretofore and always, of course, from its enemies. Some of those enemies are my friends, for I, too, am of opinion that the sort of psychology we have been teaching to teachers has failed, and I ask them to join with me in finding a more excellent way.

SOME OBSERVATIONS ON THE USE OF THE "RECKONING TEST" IN SCHOOL CHILDREN.

By GEORGE RUTHERFORD JEFFREY, M.D., F.R.C.P.E.,
F.R.S.E.

PROF. KRAEPELIN'S Reckoning Test is a test which affords an index to the working intellectual capacity. On account of its simplicity it is applicable to all grades of minds—normal and otherwise—and for this reason also is specially useful in testing the intellectual capacity of children. The Reckoning Test as used in this experiment was Prof. Maloney's modification of Prof. Kraepelin's Test. Maloney, by altering the spacing of the columns, the width of the margins, &c., produced a modification whereby the test was much more easily performed, and the various mechanical factors in it were greatly minimized.

Maloney's modification of Kraepelin's Reckoning Test consists of ten columns of figures arranged vertically from the top to the bottom of the page, and each column contains 21 units. Briefly the test is conducted as follows:—The person who is being tested is required to add the digits in pairs as rapidly as possible. To economize space, the method of continuous addition is employed; thus if, *e.g.*, the first five figures on the page ran as follows, 8, 3, 5, 7, 9, the digits added would be 8 and 3, 3 and 5, 5 and 7, 7 and 9. After a few seconds' warning, the test begins, and the time is noted. At the end of each minute the examiner calls "Stroke," and thus the number of units counted in any particular minute is known.

I selected for examination eighteen children—nine boys and nine girls—and divided them into three groups, those of bright intellect, those of average intellect, and those of dull intellect; each group consisted of three boys and three girls. The children were carefully chosen by the Head Master of St. Michael's School, Dumfries, and were all about eleven years of age, some a few weeks over, some a few weeks under eleven. The children were tested for fifteen minutes on five consecutive days, and under the same uniform conditions of quietness and surroundings. Even to children of eleven years of age there was no difficulty in performing the test. At that age they could all count, and further, as the maximum of any two units never exceeded 18, even the addition was of the simplest kind.

I shall now very briefly detail the results and observations which this test afforded. In placing the children in the three groups, bright, average, and dull, it must of course be remembered that, although a boy or girl may be said to be generally of bright, average, or dull intellect, as regards ability to count, or natural "gift for figures," this statement may be reversed, and hence the results in so few cases must at present

be viewed with caution. I was greatly impressed with the different way in which the children began the test. All of them were keen; they all showed a spirit of rivalry; but for the first day at least the attention of the girls was much more "sensitive," and throughout that day they exhibited a distinct restlessness, which in the boys was quite inconspicuous.

Rate of Working.

As regards rate, the bright boys were much better than the bright girls, the average boys not so good as the average girls, and the dull boys slightly better than the dull girls. These facts are, I think, in accordance with every-day experience: a bright boy is "smarter" than a bright girl, but an average boy is not so alert as an average girl, whilst there is little difference between a dull boy and a dull girl.

The total rate of all the boys was 19,717, in the girls it was 18,304; hence the boys worked more quickly than the girls, exceeding the total of the latter by 1,413. That the rate is capable of improving quite independent of the intellectual capacity is apparent, for all the children showed without exception a marked increase of the rate on the fifth day as compared with the first. The test, therefore, is probably of value in the education of children, by teaching them smartness and alertness in the addition of figures.

Improvability.

This was estimated by calculating the percentage difference on the work done between any two definite days. Between the first and second day of the test this averaged in the bright boys 49.1 per cent., in the average boys 28.2 per cent., in the dull boys 25.7 per cent. The boys of bright intellect clearly showed that they had very soon—on their first day practically—grasped the test, and on doing the test on the second day they at once showed great improvement. Between the first and fifth days all the boys were still improving. The bright boys still showed the largest improvement, *viz.*, 90.9 per cent.; the average boys reached 62.9 per cent., the dull boys 47.4 per cent. Hence at the end of the test all the boys showed that they were capable of great improvement, but, as was to be expected, those of bright intellect "reacted" best. Between the fourth and fifth day the improvement was very slight as compared with that between the first and second and first and fifth days. In other words, the maximum working capacity had been nearly attained on or about the fourth day, leaving very little room for improvement on the fifth day. Thus in the bright boys it averaged 2.4 per cent., in the average boys 2.3 per cent., in the dull boys 4.9 per cent. Hence a fact is at once apparent, *viz.*, that the dull boys, inasmuch as they showed more improvement at the end of the test than the others, are slower in working—slower in attaining or demonstrating their best.

Improvability in the Girls.

This differed in many ways from that of the boys. Thus, between the first and second day in the bright girls it was not so great—32.7 per cent. (instead of 49.1 as in the boys), a decrease of 16.4 per cent. Hence bright girls are possibly not so good as bright boys. The improvement in the average girls between the first and second days (32.3 per cent.) was practically the same as in the bright girls (32.7 per cent.), and exceeded that of the average boys by 4.1 per cent. The average girl therefore is slightly quicker than the average boy. In the dull girls the improvement between the first and second day was large; it reached 44.6 per cent., and exceeded that of the dull boys by 18.9 per cent., a further fact suggesting that dull girls are capable of more improvement than dull boys. Between the first and fifth days the dull girls showed the greatest improvement, *viz.*, 91.1 per cent., which was therefore greater by 43.7 per cent. than that of the dull boys who had shown an improvement of 47.4 per cent. In the average girls the improvement was 67.2 per cent.—less than in the dull girls, but greater than in the average boys by 4.3 per cent. (boys 62.9, girls 67.2). The bright girls, however, much earlier in the test showed their improvement, for

between the first and fifth days it was less than in the average girls (67.2 per cent.) or in the dull girls (91.1 per cent.), and was 58.9 per cent. as compared with 90.9 per cent. in the boys, who therefore showed an increase over the girls by 32 per cent. The bright girls showed less improvement than the bright boys, and also from this test it is apparent that girls of average and dull intellect are more capable of improvement—as regards figures, at least—than those of bright intellect. From the improbability we may further infer that bright boys are really better than bright girls, average and dull girls probably better than average and dull boys.

Errors.

The total number of errors in all the boys was 126, in the girls 134, and as the boys' rate of working was larger—19,717 compared with 18,304—the accuracy of the boys is somewhat better. The bright boys throughout the whole test had 21 errors, the bright girls 78, the average boys had 25, the average girls 10, the dull boys had 80, and the dull girls 46. Hence, bright boys as well as being quicker "workers" are more accurate, but girls of average and dull intellect seem to be more accurate than boys of average and dull intellect.

The nature of the errors was interesting, and generally it was found that in those children who had several errors these were of a definite and recurring nature; thus, *e.g.*, 9 and 7 were persistently called 15, instead of 16, 3 and 8, 12 instead of 11, &c. By recognizing these individual "flaws" in a child's counting powers the test is of infinite value, for by correction and practice these mistakes can be rectified, and apparently false associations can be broken down.

In conclusion, I have no hesitation in saying that the Reckoning Test is one which is of great value in the education of children. It improves their powers of counting and makes them alert; it improves their accuracy, no matter what their normal intellectual capacity is, and we get as a result increased alertness along with increased accuracy. Further, it is of immense value for detecting the various arithmetical flaws, acquired or otherwise, which exist in a child's mental mechanism, and by correcting and breaking down these false associations the education of the child is in this special department greatly helped. Lastly, I would like to say that this short experiment was done at the suggestion of Sir James Crichton Browne, who referred to my results and observations in his Presidential Address to the Child Study Association.

My best thanks are due to Mr. Hendrie, St. Michael's School, Dumfries, for his willing co-operation.

AT THE END OF SCHOOL LIFE.

By HARRY W. LEGGETT.

IT has become an axiom that education never ceases while life continues. For this reason it is difficult for teachers to reconcile themselves to the fact that at a certain stage each child in their charge will leave school. There seems to be no logical point at which "schooling" can cease. "Schooling" and "education" are not synonymous terms, of course. "Schooling" implies one kind of education—a more or less formal education. Life provides a different kind of education. It is education in the latter sense that can never cease. But there is no limit at which "formal" education may very well cease. Circumstances, however, determine that it shall cease at a certain point. At a certain point children are withdrawn from school. After that, formal education may continue in certain directions, but that is a matter that cannot be counted upon. The teacher has to face the fact that his or her task is strictly limited. How to reconcile this with the illimitable extent of knowledge, the illimitable growth of which individual character is capable, is a most difficult problem. It is impossible to deal thoroughly with this problem in a single article or even in several articles—possibly even in a volume or several

volumes. But there are a few considerations that may be put in the form of notes and so act as "pointers."

Schooling—the term is a useful one—is a means whereby individuals may rapidly be prepared for life. In a great majority of cases, the conditions of life entail that schooling shall be comparatively brief, and, further than that, that the life for which schooling is a preparation shall not allow of any great development in after years. That is to say, most children are destined to take a very modest part in life and personally to develop to no very high degree the faculties they possess. In elementary and secondary schools these children form the great majority. It is for these that such schools primarily exist. Among those that attend there is a minority who are capable of bigger things. But facilities are provided for these to obtain the higher education for which they are fitted. The teacher's main concern is with the majority. The teacher's object is to send this majority out into the world as well adapted to make the best of life as possible.

This means that school education must be "rounded off." Not exactly that a certain amount of knowledge must be circumscribed by the end of school life—that is almost an impossible task. By the present system, however, a child might leave school just as logically at eight or ten as at twelve or fourteen or even sixteen as far as education, apart from natural development, is concerned. What I mean is that he (or she) is no more prepared for the change in conditions that is about to take place at fourteen or sixteen than at eight or ten. He is simply more developed naturally. At fourteen or sixteen he ought to be in a far different position than merely that of having proceeded further in his studies than was the case at eight or ten. He ought to have arrived at a point at which he is able, to a considerable extent, to make use of his studies.

What are the qualifications of the ideal citizen? Surely, that he shall be able to perform his "ordinary avocations" efficiently, that he shall be able to exercise his right to a voice in national and international affairs judiciously, that he shall be able to employ his faculties to give himself the utmost possible satisfaction in living—that, in a word, he shall possess a well balanced character and well trained faculties. It is the task of the teacher to send into the world at the end of school life such individuals, while doing nothing to destroy individual characteristics; to give up at the end of school life children who are fit to stand alone. Possibly it is a fault of civilization in its present state that children—"young persons" according to the law's formula—should be left to stand alone, or with but occasional haphazard control by their superiors. The fact, however, is, and has to be faced. It is far and away the main concern of the teacher—or should be. The question of the age at which schooling ceases does not affect it. Where it is fourteen, or sixteen, or eighteen, or twenty even, the end of school means a break from a state of control to a state of little control.

It is the break that matters. There are two distinct methods of teaching a person to swim. You may throw him into the water and fish him out after a few struggles, repeating the process until he is efficient; or you may tie a belt round his waist, or in some other manner support him, gradually relinquishing assistance until he is efficient. You cannot teach him to swim by explaining the action of arms and legs, and then throwing him in and leaving him to his fate. Living efficiently is more difficult than swimming efficiently. It has been decided that the art of living is too difficult to "pick up," and everyone has to undergo tuition. But the form this tuition takes at present is very like explaining the motions of swimming to a person standing on dry land. Instead of all this elaborate explanation we should introduce the pupil into the new element with sufficient support to enable him to keep his breath, only gradually relinquishing him to his own devices as he can afford to do without support.

"Teacher" is not a fortunate word. I have used it to avoid the cumbersome "schoolmaster and schoolmistress." Yet teaching is only a small part of his or her duties. Ac-

quiring knowledge is only half the process of education. The other half is learning to make use of the knowledge acquired, and for this half school generally provides few opportunities. Children learn history and geography, but they do not practise using their knowledge of history to understand current affairs, or their knowledge of geography to send a parcel from, say, London to Berlin, or travel from Glasgow to Brighton. This is realized, and frequent endeavours are made to widen and make more "practical" the knowledge that is acquired. But this is not enough. To teach a child how to send a parcel from London to Berlin is helpful, but not sufficient. He may in actual life want to send parcels from London not to Berlin but to, say, Vancouver. It is necessary, not to teach, but to give children an opportunity at school of learning for themselves how to apply knowledge, how to acquire such missing items of knowledge as may be necessary in particular cases to use their knowledge practically.

The teacher's duty is to teach, part of the time, and assist the children in his charge to apply what they have learnt, part of the time. As school life proceeds the first part of a teacher's duty should diminish as regards the time devoted to it. The second part should increase in this respect, but diminish in degree. "Finishing off" consists, or should consist, of the withdrawal gradually of all assistance, so that during his last few months at school the child acquires nearly all the information he needs to carry out his tasks for himself, and applies his information to the requirements of his tasks for himself. As far as possible, he ought actually to correct himself (or, rather, his failures ought to serve him as corrections) instead of being corrected by the teacher. "Finishing off" in this sense is quite legitimate. Only by such means can education become "practical"—that is, adapted to the conditions of ordinary life, and not likely, therefore, to waste away for lack of use in a few years, as it does at present in most cases.

It is not easy to teach on these lines. It is very difficult indeed, in the first place, to construct a curriculum. Instead, for instance, of learning advanced mathematics, children would learn to use their arithmetic and elementary algebra for some of the multitudinous problems of business; their ability to draw oak-leaves for the purpose of designing a border for a calendar; their knowledge of physics to solving some domestic or local problem; their knowledge of geography to following the Chinese insurrection intelligently, and so on. At present they are set to draw a map of a country, to describe chemical elements and repeat physical laws, never encouraged to put their knowledge to practical uses, as they would have to do, if they used their knowledge at all, in ordinary life.

The work of the teacher would cease to be mechanical and call for higher powers. He could no longer trust to formal examinations, but to have no definite standard at all whereby to "place" each child would at first be very perplexing; the system of "marks" would have very little purpose. In the higher classes (it is only to the higher classes that these suggestions refer) class teaching would have to go by the board, and individual attention take its place. Without clear standards by which to work, the teacher would need far greater impartiality and caution than he has to exercise at present. But the cost is not excessive, if thereby we can alter schooling from what to most boys is a deadly grind to a substantial asset. And, after all, there is no need for a tremendous upheaval. The change of method must be brought about slowly. It is already beginning to take shape without, it seems to me, a very clear idea on the part of those responsible, of what the objects in view really are. If these objects were recognized, the change would be far more rapid and far more effective, and its results would disarm the prejudices of anti-utilitarians.

THE *Modern Language Review*, which is the only periodical in this country devoted exclusively to research work in Medieval and Modern Languages, is now in its ninth year. Prof. Fitzmaurice-Kelly has succeeded Dr. Oelsner as Editor of the Romance Section.

BOOKS OF THE MONTH.

Art.

The Works of Man. By Lisle M. Phillipps. *Duckworth*, 7s. 6d. net.

Biography.

School and Life: a Record of the Life and Work of Maria Elizabeth Findlay. *G. Philip*, 2s. 6d. net.

Botany.

Physiological Plant Anatomy. By Dr. G. Haberlandt. Translated from the Fourth German Edition by Montagu Drummond, B.A., F.L.S. *Macmillan*, 25s. net.

The Cambridge British Flora. By C. E. Moss, D.Sc., F.L.S. Illustrated from Drawings by E. W. Hunnybun. 2 vols. *Cambridge University Press*, £2. 10s. net.

Classics.

Latin Vocabulary: Words and Phrases for the Translation of Caesar, &c. *Relfe*, 8d. net.

The Shorter Aeneid. Selected and arranged, with brief Notes, by H. H. Hardy. With Preface and Introduction by H. E. Butler, M.A. *Bell*, 2s. 6d.

The Correspondence of M. Tullius Cicero. Arranged in Chronological Order, with Commentary, &c., by R. Y. Tyrrell, Litt.D., and L. C. Purser, Litt.D. Vol. III. Second Edition. *Longmans*, 12s.

Hannibal Once More. By Douglas W. Freshfield, M.A. *Edward Arnold*, 5s. net.

Divinity.

Old Testament History. By W. R. Taylor. *Relfe*, 1s.

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A Letter to Asia: a Paraphrase and Exposition of St. Paul's Epistle to the Believers at Colossae. By F. Brooke Westcott, D.D. *Macmillan*, 3s. 6d. net.

Christianity and Ethics. By A. B. D. Alexander, D.D. *Duckworth*, 2s. 6d. net.

The Second Book of Kings. By Rev. G. H. Box, M.A. *Cambridge University Press*, 1s. 6d. net.

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Spencer's Faerie Queene. Book II. Edited by Lilian Winstanley, M.A. *Cambridge University Press*, 2s. 6d.

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Sir Walter Scott's The Lord of the Isles. With Introduction, Notes, and Maps. Edited by the Rev. F. Marshall, M.A. *George Gill & Sons*, 1s. 6d.

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Prose Passages. Chosen by J. B. Marshall. *E. J. Arnold*, 1s. 6d.

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Animal Life by the Seashore. By G. A. Boulenger, D.Sc., F.R.S., and C. L. Boulenger, D.Sc. "Country Life" Office, 5s. net.

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The Corner-Stone of Education: an Essay on the Home Training of Children. By Edward Lyttelton, D.D. *Putnams*, 5s. net.

Rating, Placing, and Promotion of Teachers, &c. List of Educational Investigations by Members of "The Society of College Teachers of Education," Richmond, Virginia. *Cambridge University Press*, 2s. net.

Dr. Montessori's Own Handbook. *Heinemann*, 3s. 6d. net.

Education and the New Utilitarianism, and other Educational Addresses. By Alexander Darroch, M.A. *Longmans*, 3s. 6d. net.

The Sunday Kindergarten: a Manual for Use in Sunday Schools and the Home. By Carrie S. Ferris. 6s. net; Permanent Equipment for each Pupil, 6s. net; Temporary Equipment for each Pupil, 1s. 6d. net; Illustrated Story Leaflets, 3s. net. *Cambridge University Press*.

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Reprints.

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Science.

Science Progress. No 32, for April. *Murray*, 5s. net.

Science and Method. By Henri Poincaré. Translated by Francis Maitland. Preface by the Hon. Bertrand Russell, F.R.S. *Nelson*, 6s. net.

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The Trials and Pleasures of an Uncompleted Tour. By Mrs. C. H. M. Thring. *Simpkins*, 12s. 6d. net.
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Flowers from the Fatherland. Transplanted into English Soil by A. M. Everest. *Macdonald*, 3s. 6d. net.

COLONIAL AND FOREIGN NOTES.

GERMANY.

If modern education has its faults, it is characterized by a laudable tenderness towards the abnormal and the weak, no less visible in Germany than in England. Berlin, for example, has its *Hilfsschulen*, or auxiliary schools, for children weak in mind, and in April the system of them was for the time completed with the establishing of the nineteenth. The organization of schools for children who hear imperfectly also makes good progress in the German capital. At present there are three special schools for such children: in the Brandenburgstrasse, in the Strassmanstrasse, and in the Gethsemanestrasse; to make adequate provision, a fourth will have to be built. If the family is poor, and the children have to go far, journey-money is paid for them. In various parts of Germany *Waldschulen* (forest-schools) flourish. A *Waldschule* may be described, after the German fashion, as a half-colony: its pupils migrate to it by day and return home in the evening. Duisburg has reversed the process. Its *Nachterholungsstätte*, or night-camp, for weakly pupils of primary schools, gives shelter by night near the town to those who, without it, would have to sleep in unwholesome rooms, and perhaps with sickly parents or brothers and sisters. It is only the midday interval that is spent at home; only the midday meal that is eaten there. After it the child goes to his school. The afternoon instruction over, he is off to the *Erholungsstätte*, where he drinks coffee, and does his little school tasks under supervision. The rest of the day is given to games and frolic in the neighbouring wood. For wet weather there is a hall; the weakest children receive the recumbent treatment (*Liegekur*). After a wholesome supper, all go to the beds, which, sixty in number, are arranged in two large, airy dormitories. In the morning the Sister (*Gemeindeschwester*), who, with two assistants, cares for the little ones, provides them with coffee and bread and butter, not forgetting to put a snack (*Schulfrühstück*) in every satchel. Invigorated, the boys and girls start for their several schools. And so for eight weeks the nights are passed in the pure country air, with an effect that you might realize if you sent frail London children to sleep in Epping Forest.

[By a deplorable error we reported the death of Paul Heyse last autumn. Our excuse is that we relied on what seemed to be a trustworthy telegram. The illustrious German writer is now really dead. We need not repeat the kindly words that we dedicated prematurely to his memory.]

FRANCE.

It is one of the great problems of life for all educators, whether parents or teachers—what is to be done with the big girls, when they have left school? The *Revue Universitaire* (xxiii, 3) gives some account of what is being done in France. It is common for the girls to be grouped in Associations of Old Pupils, and a central Union of such Associations stimulates generous rivalry among the constituent societies. They have their libraries; they write and circulate their Reviews; they study diction as well as the piano; they give concerts and *soirées*; they even make excursions in motor-cars. But their energy takes also the form of social beneficence. Thus the Association of Bourg has conducted a workshop, in which clothes have been made for twenty-eight children, whilst the Association of Besançon brings girls together, teaches them to cut clothes, gives them entertainments, with distributions of toys and garments, and sends the most delicate into the country to recruit. The Cercle Amical of the Lycée Molière promotes holiday "colonies"; and it can publish in its *Bulletin* the "Journal of a Hospital Nurse in Servia," a record of the experiences of a former pupil during the second war in the Balkan peninsula. At Rouen the Old Girls have organized a Kindergarten. The interest of the past in the present schoolgirl has been shown at Besançon, Coutances, and Nantes by the foundation of scholarships in the local *lycées* for girls.

Howlers, of the genuine sort, are slippery things to catch; but you may catch them in various waters. If it was an American boy that translated—it is palmary among such blunders—"a war-horse" by "un hors de combat," it was a French candidate in the last examination for the Agrégation de l'enseignement secondaire des jeunes filles (Lettres) who turned Tennyson's "And o'er his head the Holy Vessel hung" (the Vessel being the Holy Grail) by "Sur sa tête le bateau sacré se balançait"—a rendering which has its merits. By the way, the Germans, if they make "howlers," do not, so far as we know, collect them. And what is the German for "to make a howler"? Is not "einen Bock schießen" too mild a phrase?

It is not for us here to compare the merits of foreign and native teachers of languages. A well educated Englishman whose French is guaranteed by a French University should easily find employment. The University of Lille offers such guarantees in the shape of a Diplôme d'études françaises, open to those who attend special courses diligently for one-half year, and a Diplôme supérieur pour l'enseignement de la langue et de la littérature françaises à l'étranger, after a year of study. Candidates for either diploma must be regularly matriculated or inscribed on the books of one of the Faculties. A fair knowledge of French at the outset is to be assumed.

Statistics, odious to some, have for others a continual fascination. We exhibit this month statistically what may be called the structure of the student-world in France—a matter, it must be remembered, relevant to the progress of civilization. The figures show how that student-world was constituted on January 16 in the present year.

	MEN STUDENTS.			WOMEN STUDENTS.			In all.
	French.	Foreign.	Total.	French.	Foreign.	Total.	
Law	15,198	1,118	16,316	88	61	149	16,465
Medicine (Faculties and Mixed Faculties)	6,765	899	7,664	400	469	869	8,533
The Sciences	4,990	1,694	6,684	508	138	646	7,330
Letters	3,563	702	4,265	1,288	1,033	2,321	6,586
Pharmacy (Higher Schools and Mixed Faculties)	1,275	18	1,293	44	—	44	1,337
Totals	31,791	4,431	36,222	2,328	1,701	4,029	40,251
Schools of Medicine—							
Medicine	1,246	47	1,293	213	6	219	1,512
Pharmacy	266	2	268	6	—	6	274
Grand Totals	33,303	4,480	37,783	2,547	1,707	4,254	42,037

UNITED STATES.

The great summer meeting of the National Education Association will be held, July 4-11, at St. Paul, Minnesota, at which time the State University Department of Agriculture has arranged also to hold a summer session. The proceedings of the N.E.A. Department of Superintendence at Richmond in the closing days of February were of singular interest. Of the resolutions formulated, the first declared the public schools to be the foundation of the American form of government and the bulwark of democracy. The second, significant of the general trend of modern educational opinion, we print verbatim. "Resolved: That we endorse the movement to establish and support vocational schools for pupils over fourteen years of age; that we urge the special preparation of teachers for this vocational work; that we encourage the establishment of continuation schools for boys and girls between the ages of fourteen and eighteen years who have entered vocational life; that we recommend that the attendance upon these continuation schools be made compulsory for such boys and girls between the ages of fourteen and sixteen."

**The N.E.A. ;
an Important
Resolution.**

In England the Unionist Committee on Social Reform, it will be remembered, has declared for obligatory continuation up to the age of seventeen; nor would the reform, cautiously introduced by means of local option and stages, be found too drastic. And would it not be possible to offer grants, dependent on the adoption of a stage of compulsion within a specified time? Parenthetically, a grateful word to Mr. Pease for his effort to fathom these matters for himself. Side by side with this demand for continuation, there is to be observed in the United States a rapid growth of the movement for vocational education in the secondary school. The *School Review* (XXII, 3) unfolds some details. Lansing, Michigan, has adopted the "part-time plan," and has fifty boys working in pairs, half their time in the high school, the other half in the workshop. In Columbus, Ohio, the merchants are urging the School Authorities to adopt similar plans. Rock Island, Illinois, reports a winter course of three months for carpenters' apprentices, in which the boys learn mathematics and architectural drawing in addition to woodworking. Woodward High School, of Cincinnati, has a machine tool department, in which the pupils are taught the art of making tools. Road-building is being instituted in the district schools under County Superintendent Salmon, of Frankfort, Indiana. To the other evening courses in the East High School of Waterloo, Iowa, is added this year a course in the study of the gas engine. Webster City, Iowa, incorporates in her city school system a night school of engineering, free to all persons of school age. The School Board of Portland, Oregon, has drawn up plans by which a complete course in printing, with an expert printer in full charge, will be organized in the Jefferson High School. In Los Angeles, California, efforts are on foot to give instruction in shipbuilding and in clay industries. Lawrence, Massachusetts, has established courses in steam engineering, under the Chief Engineer of the Arlington Mills.

Baltimore, according to a German book of reference, is famous because one-third of its inhabitants are Germans; it is more justly famous as the seat of the Johns Hopkins University, a home of learning made illustrious by such professors as Basil Gildersleeve, Paul Haupt, and Wilfred Mustard, of whose admirable "Eclogues of Baptista Mantuanus" a notice was accidentally omitted from this journal. President Remsen retired two years ago, and of late the business of the University has been in the hands of an Administrative Committee. It is now announced that Dr. Frank J. Goodnow of Columbia University, at present political adviser to the Republic of China, has been chosen as the new President of Johns Hopkins. He is a Law Professor in Columbia, absent in China on a three years' leave. The University Report (January 1914) shows Johns Hopkins receiving some interesting gifts and bequests. The Grand Duke of Saxe-Weimar presented to it a bust of Goethe. One benefactor endowed a research fellowship in urological surgery; another provided a fund to be expended in books for the study of English. Mrs. Francis White, of Baltimore, gave a large Bible formerly belonging to the mother of the founder of the University, in which are entered the dates of the birth of Johns Hopkins, his parents, and their other children. The University keeps true to piety in the old as well as in the best modern sense.

**Johns Hopkins
University.**

Continued on page 370.)

CANADA.

The Ontario Minister of Education's Report for the year 1913

**How fares
Ontario?**

records "satisfactory progress both in the elementary and secondary schools and in those related branches of educational work, such as public libraries, schools for deaf and blind children, &c., the control of which is assigned by law to the Department of Education." Public interest in education, fostered by the method of local administration, is keen; the inhabitants of the Province are even overcoming the traditional Anglo-Saxon reluctance to pay teachers, and the Minister shows that salaries have increased in five years by 192 dollars in the case of men teachers, 123 dollars in the case of women. The system of continuation schools has been extended. Of the 6,094 pupils in such schools during the year under review 46 per cent. came from the farm—a class of pupils which grows year by year. An Inspector of Continuation Schools writes thus: "There is spreading, with the fervour of a religious revival, an educational movement to give vocational training to those young men and women who, for various reasons, have left school at an early age and are engaged in industrial pursuits or in the work of the home. It is one of those movements that marks an epoch in the educational history of a country. A few years ago only an occasional voice was heard as of one crying in the wilderness; but to-day the whole public conscience is alive to the necessity for, and the justice of, this work."

Continuation schools in Ontario are classified as secondary schools. Of secondary schools, in the common sense, there were 148 in 1912, with a total expenditure of close upon 2,000,000 dollars. The provision of special equipment for such subjects as manual training, household science, agriculture and art is a notable feature in connexion with them—serving as they do the children of every element of the population, and affording an education which qualifies for any career. Ontario is proud of the splendid buildings of these high schools and collegiate institutes and of their well-trained and capable teachers. We trust that we shall not be accused of blood-thirstiness if we express our joy at the prosperity of the cadet movement in the Province. The full strength of the various corps is set down as 8,525; the number present at inspection as 7,949. The reports of the inspecting officers were generally favourable, often laudatory.

**Of her Secondary
Schools.**

QUEENSLAND.

Fifty years ago boys and girls in Queensland picked up most of their education after they had left school. **Characteristics.** The address of the Minister of Public Instruction at the Twenty-sixth Annual Conference of the Queensland Teachers' Union affords an indication of the progress that is being made. The expenditure on education, he said, was rising steadily, and the amount voted for the current financial year was about £675,650. And progress was being made under distinctive forms. Queensland, with its great distances, vast empty spaces, and bewildering potentialities and prospects, had its special problems to solve. Hence some characteristic features of the educational system of the State—its travelling teachers, its Nature-study with an agricultural bias, and its peculiar adaptation of medical inspection. Of travelling teachers, seventeen were at work, and motor-cars were enabling them to conquer distance. Nature-study, as it was pursued, aimed to turn country boys into country men, and even to draw some of the city boys countrywards. Medical and dental inspection was more comprehensive than in other lands: Queensland had, for example, fly-screened schools and special ophthalmic centres, whilst the itinerant teachers carried with them the means of treating milder cases of eye disorder.

INDIA.

The Sixth Quinquennial Review (1907-12) of the progress of education in India begins with a statement of the policy of the Government. **Policy of the Government.** The formation of character is the main objective; hence stress will be laid on direct moral and religious instruction, whilst such indirect agencies as the grouping of students in hostels are to be fostered. Education, free and compulsory, India is not to have. "For financial and administrative reasons of decisive weight," says the report, "the Government of India have refused to recognize the principle of compulsory education; but they desire the widest possible extension of primary education on a voluntary basis. As regards free elementary education, the time has not yet arrived when it is practicable to dispense wholly with fees without injustice to the many villages which are waiting for the provision of schools." As more trained teachers become available, primary and secondary

Continued on page 370.)

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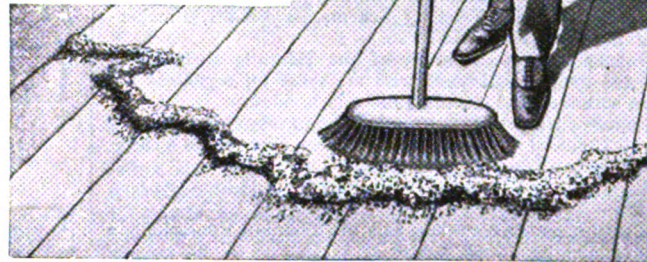
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education will be diverted, by means of manual training, outdoor observations, and so forth, to more practical ends. In the field of higher education, it is desired that provision should be made to enable the young Indian to pursue his studies and do research work without having to go abroad.

The impression that the Review produces makes for hopefulness. There is in it a frank recognition of the difficulties to be overcome and of the disparity of the conditions in various parts of India. As to education free and compulsory, that is a development not to be effected by ukase, but to be reached when public opinion in favour of it is ripe and when careful economic preparation has been made. But education in India should still receive continual and close attention from the Government. Our wish is that Britain, conscious of her imperial rights, should also remain no less mindful of her imperial duties.

EDUCATION IN THE PERIODICAL PRESS.

- Agricultural Education. Leading article, *Local Government Chronicle*, April 4.
- American Philanthropist in Palestine. *Graphic*, April 11.
A page of illustrations, &c., of Mr. Nathan Straus' Housekeeping School.
- Arts in the Schools: Drawing and Sewing. By T. R. Ablett, F.R.G.S. *Daily Telegraph*, March 26.
- At the Gurukula: the School of the Arya Samaj. By J. Ramsay Macdonald, M.P. *Daily Chronicle*, March 31.
A native school for Indians.
- Changelings by Request. By G. B. Lee. *Athenæum* April 18.
Proposes an exchange between town and country children.
- Character in Education: Head Master of Eton on Religion and Humour. *Evening News*, April 13.
In the form of a review of "The Corner Stone of Education."
- Criticism of Public Schools. By the Head Master of Eton. *Hibbert Journal*, April.
- Duelling at a German University. By Wallace Ellison. *Boys' Own*, April.
- Educating our Educators. Leading article, *Daily Chronicle*, April 20.
- Educational Research: Far reaching Scheme. By A. G. Brackenbury. *Daily Telegraph*, March 26.
Mr. Brackenbury is Secretary of the Educational Research Society, and the proposals dealt with are those for organized co-operation with a central recording office in London.
- Great Importance of Home Education. *Canadian*, March 7.
Mrs. M. Coldwell of Sedley Home-makers' Club writes a clever paper on "Home Teaching of Children."
- Health of the Child: the Infant. By Christopher Addison. *Nation*, April 18.
Deals with schools for mothers and the Board of Education, in addition to infantile mortality, &c.
- Household Science in the Universities. By Ida Smedley Maclean, D.Sc. *Girl's Own Paper*, April.
- How to Complete One's Education. By E. Boyd Barrett. *British Review*, April.
- Mixed Schools. Is Co-education a Success? *Daily Chronicle*, April 9.
In favour of mixed schools.
- New School of Gardeners. *The Field*, April 11.
Leading article mainly dealing with certificates and diplomas and schools and colleges for horticulture, &c.
- Physical Culture for Girls. Leading article, *Daily Telegraph*, March 30.
- School Reform. By Papyrus. *Catholic Times*, April 10.
In the form of a review of "The Schools and Social Reform."
- Scholarship, Thoughts on. By Prof. Marcus Hartog. *Nineteenth Century*, April.
- Tuberculosis in Hampshire Schools. By R. A. Lyster. *Medical Officer*, April 11.
Dr. Lyster is M.D. for Hampshire, and the returns are from examinations by Drs. Hoyle, Teare, and Wilkes.
- What we Spend on Education: the Plain and Broad Issue. By L. G. Chiozza Money, M.P. *Daily News*, April 15.
- Women's Schools. By Dr. Löwe. *Konservative Monatschrift*, April.
"Household" schools for girls.
- Writing English. By Henry Seidel Canby. *Harper's Magazine*, April.
The author is Assistant Professor of English in Yale University.

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OCCASIONAL NOTES.

THE Pension Scheme recommended by the Departmental Committee of the Board of Education follows the lines which have generally approved themselves to the associations of secondary and technical teachers. They suggest that the pension funds should be formed by the joint contributions of Local Authorities or Governing Bodies, as the case may be, and the teachers themselves. Ten per cent. on each salary is the proportion recommended, and no teacher should be called upon for more than half that amount. Insurance policies of the ordinary kind should be taken out with approved companies, and a Central Committee, consisting of representatives of the teachers and the Authorities, should be formed to negotiate with the companies, prescribe the terms of the policies, and make any arrangements that may be necessary for the continuance of the policies when teachers move from one school to another. The Committee rightly regard it as of the first importance that no hindrance should be placed on the free circulation of masters and mistresses. The schemes already in force under certain Local Authorities—there are only nine of them—might be sanctioned, if they are good enough, but every teacher should have the option of insuring under the universal scheme. In addition to the insurance scheme, the Committee suggest that the Treasury should give a superannuation allowance of £1 for each year of recorded service, the same amount as that given to elementary teachers. The combination of deferred annuity and retirement allowance would, the Committee anticipate, supply at least the £100

demanded by secondary and technical teachers as an adequate minimum—that is, they ought to have added, if the annuitants have been paid a moderately good salary throughout their career. The badly paid teachers will, we fear, have a meagre pension. The Joint Pensions Committee of the Federal Council have approved in general terms of the scheme.

THERE are two points in the scheme which will, we expect, excite considerable discussion. The first is that no benefits will be realizable under the age of sixty, except in case of disablement, or, for women, in case of marriage. Thus, if a man leaves the profession or sets up a private school, his contributions will not be returned. He will simply have his policy, and can choose between paying the further premiums out of his own pocket or taking at sixty such benefits as have accrued during his service. Some teachers will probably argue that the man's contributions are his own savings, and he should be able to do what he likes with them. We think, however, that the Committee are right. If people are helped by public funds to obtain an annuity for old age, the State has a right to require that they should make provision for that eventuality. The second point is the employment of insurance companies, as against the formation of a State fund. The Committee were divided on this subject—three against two, and one of the latter was Lord Farrer. His objections seem to us to have considerable weight, and we hope that the point will be fully considered by the Government before a scheme is proposed.

WE must refrain from traversing the arguments by which it was reached, but must place on record the conclusion of the Salaries Committee of the Secondary Education Association of Scotland. "Uniformity of payment as between men and women teachers is at present impracticable, but the disparity at present existing between salaries paid to men and women for the same work should be diminished." Nowhere is this disparity more marked or less defensible than in the salaries and conditions of tenure for men and women Inspectors under the Board of Education. Will not Mr. Pease have the courage to initiate this pressing reform?

THE Committee justly remark that "the establishment of a system of State pensions for teachers in secondary and other schools will necessarily mark a stage on the road which will lead to the recognition by the State of persons as qualified to teach in those secondary schools which are in receipt of grant." We should like to translate this unwieldy sentence into a briefer and simpler formula: No unregistered teacher shall be eligible for a pension. Again, the Committee are puzzled about the date at which the service which should count for the superannuation allowance is to begin. With the elementary teacher it begins when he gains his certificate and is recognized as a competent teacher, but there is no such moment in the life of a secondary or technical teacher. Here again the answer to the riddle is simple: Service should be counted from the date of registration, or, if at that time the teacher is unemployed, from the date of his entry on the duties of his next post.

MR. LLOYD-GEORGE promised a host of good things for education in his Budget Speech, but we must wait till next year for the fruition of his hopes.

Education and the Budget. This year we are to have only an additional grant to aid in the feeding of children and more help for necessitous areas. The latter help will be of a substantial value, though the scheme will by no means fully solve the problem of how best to aid the poor and progressive communities. The Chancellor's proposal is that, in addition to the whole of the excess expenditure over the product of a 1s. 9d. rate, half the excess expenditure over the product of a 1s. 6d. rate shall be met by grant. This is a modest step forward; but, even under this plan, rich Eastbourne and Bournemouth will still pay 6d. in the £, while poor Tottenham and Ebbw Vale will pay 1s. 9d. But the scheme is evidently intended for this year only, and therefore need not be too rigidly scrutinized. Next year there will be large readjustments of grants and rates. The general principles of the Kempe Committee—that the greatest measure of relief should be given to the poorest districts, and that to those who spend (or, at least, to those who spend efficiently) shall be given—have been accepted; but for the Board of Education's scheme for carrying them out we must still wait.

Additional Grants. NEXT year additional grants for many special objects are promised. Health figures largely in the forecast. Lord Beaconsfield's war cry of "Sanitas sanitatum, omnia sanitas" was not very successful at the time of its utterance, but is becoming a watchword with this generation. Grants for health work, physical training and open-air schools, grants for schools for deformed children, cripples, and the feeble-minded, grants for schools for mothers—all this is money that will be spent in building up the bodily frames of the rising generation. Further, there will be additional grants for assisting the higher education of promising children, and finally a grant in aid of a pension scheme for secondary and technical teachers, so as to attract the best men and women to this important branch of the profession, says the Chancellor. We are glad that statesmen are beginning to recognize that it is useless to open the doors of the higher schools to the children of working men unless you provide capable masters and mistresses to teach them.

The External Student. THE *Toynbee Record* for March has a spirited defence of the Royal Commission Report on the University of London, and acquits the Commissioners of any hostility to the private student. They contemplate, it is true, the ultimate disappearance of a separate examination for unattached students, but not till such time as the reform they suggest shall have put a University education within the reach of all fit to receive it. "External students," it is pointed out, include several wholly distinct classes. First come students and graduates of provincial Universities who desire to attach or add the London hall-mark. As these Universities rise in public estimation this class will disappear. Then there is a most deserving class, the elementary teachers who, by help of Correspondence Colleges and the like, obtain in increasing numbers a London degree. But the establishment of day training departments at most of the Universities points to a time when every elementary teacher

may aspire to a degree as an internal student. A small residuum is left of men who toil all day at the desk or in the workshop, and burn the midnight oil; and it is for these that the cry of robbing the poor man of his degree has been raised; but their case will be met if the proposal of the Commission is carried out, and Birkbeck College becomes a "school" of the University, organized so as to give all the necessary training for a degree in evening classes. We may add that this class generally care little for a degree or diploma, as is proved by the experience of the Workers' Educational Association. To most of these students knowledge is its own reward, and all they ask is provision for advanced study under competent direction.

Audi alteram partem. IN the *Contemporary Review* for May Mr. Holford Knight fights the battle of the External side of London University. Its value, he holds, is proved beyond all reasonable contention by statistics of those taking its examinations on the External side. If we want further testimony of its value, Sir Oliver Lodge, Dr. Clifford, Mr. H. G. Wells, and other worthies in every walk of life did not consider themselves demeaned by sitting for these examinations. If this is the best defence that can be offered, the plaintiff need hardly reply.

Certificate of Religious Knowledge. WE would call the attention of teachers and intending teachers to the Certificate of Religious Knowledge awarded by the University of London, the examination for which is held this month. It is open to all candidates who have attained their twentieth year. The examination consists of six papers, four in compulsory and two from a group of optional subjects. There are two papers on the Old Testament, one testing a general knowledge of the whole and the other a detailed knowledge of a portion varying from year to year, and two similar papers on the New Testament. The optional subjects are (1) Greek Testament (a selected portion), (2) a period of Church History, (3) History of Christian Worship, (4) Christian Ethics, (5) Philosophy of Religion, (6) Comparative Study of Religions. What specially interests us is the regulation of the Senate: "No question shall be put so as to require an expression of religious belief on the part of the candidate, and no answer shall be objected to on the ground of its expressing any peculiarity of doctrinal views." The University of London thus demonstrates what Oxford and Cambridge have persistently denied, that it is possible to test religious knowledge apart from questions of creed or sect. Were heads of schools to require such a certificate from all their assistants who undertake to give Scripture lessons, we should not hear the complaints of the ignorance and apathy of scholars that formed the key-note of recent conferences on Biblical teaching.

The Kinematograph. EVIDENCE continues to pour in on us from Oxford and elsewhere of the pernicious effects, both physical and moral, of the picture theatre on children and the need of a strict censorship. On the other hand, the *Bioscope* records a successful experiment tried by the Manager of Pyke's Kinematograph Theatre in the neighbourhood of London. Pathé's films on educational subjects, such as Electricity, Insect-eating Plants, the Harvest of the Sea, are screened weekly at a stated hour—one for boys and one for girls—and the pupils of the schools who subscribe

are prepared to profit by the exhibition by lectures previously given in school, and required afterwards to write notes or essays on what they have seen. At present only private schools have profited by the opportunity, but we see no reason why L.C.C. schools should not be allowed to profit likewise.

MR. G. F. DANIELL, the Chief Examiner for London County Council Scholarships, has issued his report. He is much pleased with the result of the last examination, and, on the whole, not without reason. All the examiners are agreed that the writing of English has improved very much during the last few years and that the candidates show more imagination and creative faculty than they used to do. The standard of work in arithmetic is declared to be remarkably high for children of eleven, and one assistant examiner remarks that a Civil Service paper recently set to boys of fourteen was no harder than the scholarship paper, and the percentage of marks gained no higher. Such a verdict, however, needs to be looked at in more ways than one. If the facts be really as stated, then either the boys of fourteen had been taught too little or the boys of eleven had been taught too much. What we should like to know is how much special preparation these youngsters had had for the examination and whether other subjects had been sacrificed to practice in arithmetical problems. One examiner, indeed, thinks that the correctness in writing English has been paid for. "This precocity," he says, "may be due to emotional under-feeding" (a vile phrase, by the way, for an examiner in English); and the inevitable tendency of these scholarship examinations, with their limited range, is to discourage the study of other and equally important subjects.

MR. DANIELL sets a high value on "the three R's." "When a large proportion of the population can use these instruments," he says, "the nation is recognized as a civilized one." This is a new use of the word "civilized," and if we accept it we must deny the epithet to all nations of antiquity and date civilization from the invention of printing. We believe as thoroughly as Mr. Daniell does in "the three R's" as a necessary part of education, but let us beware of thinking that they constitute the whole of even an elementary education. There is a side of the child's life and mind which they do not touch, namely, the active working side. Education is preparation for life, and the humblest education should include the acquirement of some capacity for gaining a livelihood. That is a doctrine which we are only just beginning to learn, but which is coming more and more to the front. We have already practically confessed that we began education for the masses at the wrong end when we began with the mind, instead of the body. Slowly we are recognizing that side by side with a literary and scientific education, and as far as possible interwoven with it, must go a workshop education.

THIS principle is applied at present chiefly where the waifs and strays of our civilization are concerned. All boys and girls in industrial schools are taught a trade, and when they leave they are put in the way of earning their living. A large number of children have no doubt owed their salvation to having committed some petty offence.

The Examination
for L.C.C.
Scholarships.

"The
Three R's."

Craft
Teaching.

We train our vagabonds to be skilled workmen, while we let our respectable children drift into blind-alley occupations. The young thief is brought up to be a bootmaker or a tailor; the honest lad becomes a van-boy. But the change is coming. The trade schools in London and elsewhere are doing well. The question of training for the sea is being pressed forward. Plymouth Education Committee are considering the possibility of establishing day schools with a nautical bias. The Higher Education Sub-Committee of the London County Council have, indeed, reported against special schools for sea training, on the ground that the prospects of continuous employment at sea for boys are not good enough, but they think that the question of giving a "nautical bias" to an elementary or central school should be considered. The natural technical school, to which the pupils of such a school would pass on, would be a sea-going training ship, and we hope before long to see some historic seaport launch such a vessel. Schools with a nautical bias, like schools with an agricultural bias, are all very well, but the only real school for seamen is the sea, just as the only real school for farmers is the land.

THE *Spectator* has recently discovered education, and we hope that it has found the discovery profitable. A recent number contained an article on a number of works on education, and schoolbooks, written by a reviewer who is not a teacher—at least, so we should judge from his description of the "Piers Plowman Histories" as "designed for the borderland between nursery and schoolroom." The criticism of the well informed layman on things educational is, or ought to be, always useful to teachers, who fall so easily into grooves of educational thought. Our reviewer notes the tone of violent one-sidedness in books on the Montessori method and co-education and the exaggerated belief in the efficacy of some particular prophylactic. It was ever thus with teachers. A generation ago making Latin and Greek verses was the remedy for all the ills that mind is heir to; now it is doing something with one's hands. Educational reformers seldom succeed in bearing in mind the complexity of human nature. With the reviewer's remarks on the uselessness of barren "Jeremiads" we are fully in sympathy, and, like him, we find Mr. Stanley Leathes's breadth and sanity more helpful than sermons on the text, "Whatever is or has been in education is wrong." Finally, we note the *Spectator's* demand for practical natural history in schools. It is a difficult question. Natural history can, properly speaking, be taught only in the open air by those who have a first-hand knowledge of Nature and have lived amongst birds and flowers. Such teachers are not easy to find, and so for the open-air observation of plants and animals we substitute book-learned botany and zoology taught indoors. The study of Nature and Nature-study are two entirely different things.

THE Elementary Education Sub-Committee of the London County Council have drawn up a report on the question of the teaching of the facts of sex in Council schools. They are of opinion that under no circumstances should the teaching of "sex hygiene" in elementary schools be approved. They fear that the breaking down of the child's natural modesty and the stimulus given to undesirable talk would do more harm than the knowledge

Teaching in
matters of Sex.

given would do good. But they think that much good might be done by teachers talking privately to children, especially to those suspected of bad habits, and by the head teacher speaking to the elder children before they leave school. What is more important still, they think that boys and girls in the adolescent stage need definite guidance, and that the subject might be dealt with in evening institutes. The report is a valuable one, but to our mind it lays insufficient stress on the moral and spiritual sides of the question, which ought never to be separated from the physical and intellectual aspects. The very title, "Sex Hygiene," implying as it does that the preservation of health is the main object to be aimed at, carries a wrong suggestion.

WHAT will strike most readers of Canon Lyttelton's article in the *Hibbert Journal* on public-school education is the extreme modesty of the claim which he makes for the great foundations, over the most famous of which he presides. All he asks us to admit is that the social life of a public school fosters the disposition to give and take, tolerant understanding, insight, adaptability to new surroundings, and independence of rules. We are quite ready to allow this; with some reservation, however, about the public-school boy's "tolerant insight" where his social inferiors are concerned. But are we justified in asking no more than this from the public schools? Are we to acquiesce in the position that they need do nothing for a boy's brains? When Canon Lyttelton approaches that question he puts all the blame for the failure of the schools on to society and the national life. He claims credit, that is, for the success of his school; he declines responsibility for its weakness. Surely this is not a very worthy position to take up. Certainly the home is a most potent factor in the forming of a boy; but we had always thought that it was the business of the school to supply those elements in which the home environment was lacking, and of these intellectual training is the most conspicuous.

HIDDEN away in the folds of Mr. Denman's quite unpretentious School Attendance and Employment Bill, as reported to the House by the Standing Committee, is the first hint of the principles on which the coming system of further education will probably be based. Clause 7 of the Bill empowered Local Authorities to make attendance at continuation classes a condition of exemption from school attendance after thirteen. To this a sub-clause was added in Committee which will prevent a child's being employed for more than eight hours a day in work and school combined. Thus, if an Authority requests the young persons under its charge to attend school for three hours twice a week, the employer will not be able to keep them at work on those days for more than five. The Authority is also empowered to settle the periods during which they are to attend school after consultation with the employer. The limitation of the hours of labour is thus accepted as a necessary condition of school work during adolescence. The case of theatre children, for whom we had a word to say in our last issue, has been considered, and the duty of issuing licences transferred from the magistrate to the Local Education Authority—another sign of the growing tendency to entrust the whole supervision of child life to one set of Authorities. Travelling companies will not

need to get a fresh licence in every area. The children with such companies are always a bugbear to rigid officials and pedantic educationists; but travelling is a sort of education in itself, and children who travel have many advantages over those who never leave the back streets of Whitechapel.

THE belittling of modern times in schools takes many strange forms, and one of the strangest surely is the view that modern history is lacking in the "picturesque." The authors of the Board of Education's "Suggestions for the Teaching of History" say that "there is much more of the picturesque in the ancient Briton and his woad, in William falling as he landed at Pevensey, in the Battle of Hastings, in the doings of the Black Prince, of William Wallace, and of Joan of Arc than in the incidents of more recent centuries." What exactly "the picturesque" means is hardly definable, but we confess that we cannot understand the mind of the man who finds William falling as he landed more picturesque than Nelson putting the telescope to his blind eye. Nor can we see that the Battle of Hastings is one whit more picturesque than the Battle of Waterloo, or that De Wet and Botha need yield the palm to William Wallace. In other fields, what advantage has even Columbus over Scott, or the founder of St. Bartholomew's Hospital over Florence Nightingale, or Augustine over Livingstone? It is a shallow view that finds nothing striking in what is near at hand. "Picturesque," as used in the circular, appears to refer principally to clothes. A man is "picturesque" if he wore armour and carried a lance; he is dull if he dressed in a plain coat and trousers. It is regrettable that the teachers of young children should be advised to concentrate their attention on the early ages; they are far too much inclined to do that already.

THE world has not outgrown the need for Symbolism; we do not think that it ever will. The English are supposed to be a plain and very practical, humdrum, people; but the English want symbols and colour and show, something that will make a direct appeal to the emotions, as much as any nation, as the history of religion and the history of royalty in recent generations alike prove. But even if the world outgrows the need for symbols the child never will. It is this which gives its importance to Empire Day. Rightly used, it should be the means of impressing upon the future generations of voters a sense of their responsibility to the Empire, and the Empire's responsibility to mankind. To the statesman and the moralist alike it should be a matter of concern that children be made to feel that political power is not given to us merely that we may get as much as possible for our own class. We would add that there is a fine chance for someone to immortalize himself by writing a song for Empire Day. It must be simple in language and sentiment, crisp, terse, and not obtrusively didactic, and the tune must go with a swing. But national songs are harder to write than great tragedies—at least there are more good tragedies than good national songs.

MR. G. B. SHAW, with his usual modesty, has sandwiched between two of his plays a serious "Treatise" on parents and children. It is, he teaches us, no less a mistake to regard the child as a "trailing cloud of glory," like Wordsworth ("one of the successes of the

Canon Lyttelton
on
Public Schools.

First Hint for a
Continuation
School System.

Empire
Day.

Mr. C. B. Shaw's
Pedagogics.

Almighty" is the Shavian phrase), than to treat him as conceived in sin, like the theologians. He resembles rather "the harmless, necessary cat," and must be allowed to go his own way and be punished if he offends, not because he is vicious, but to prevent him from making himself a nuisance. For the parent to set himself up as an authority and attempt to train children in his own image is the grossest form of egotism. All he is entitled to say is: "I am older than you, and therefore the odds are slightly in favour of my knowing better." Stripped of paradox, this is simply the doctrine of Rousseau and his disciple Dr. Montessori, the doctrine of "Emile" without the "Savoyard Vicar." It seems to us a half-truth, but parents and pedagogues alike may take to heart Spedding's wise epigram:

The only thing old people ought to know best
Is that young people ought to know better.

LOCAL AUTHORITIES.

Middlesex :
Teachers' Salaries. THE Middlesex Education Committee has adopted a series of recommendations regarding teachers' salaries which will come into operation on October 1. In the case of head teachers the minimum scale is to be in future £170 to £210, while, in the case of head mistresses, schools with over fifty-one scholars in average attendance will be ranked in the second grade, the minimum salary being £110, rising to £150 per annum. In schools with more than one Department the Committee may, if it is thought desirable, appoint a senior head teacher, with a view to co-ordinating the work of the different departments. The Committee also proposes to recognize two grades of certificated assistant teachers. Grade A will consist of a number not exceeding 25 per cent. of the total of certificated assistants employed. The salaries of these assistants will rise to a maximum of £200 in the case of men and £150 in the case of women. The salaries of teachers in Grade B will be in accordance with the present scale. These modifications are estimated to involve an ultimate increase of £6,985.

Bradford :
Educational Continuity. AN interesting return has been prepared by the Director of Education for the City of Bradford, showing the number of children proceeding directly from (a) elementary to secondary and evening schools, and (b) secondary schools to places of higher education and evening schools. In 1913, 673 children from elementary schools (191 of whom paid fees) went to secondary schools, and, of 3,804 who did not proceed to secondary schools, 1,844, or 48.5 per cent., continued their education in evening schools. From the secondary schools 83 were admitted to places of higher education, while of 337 who left the schools 221, or 65.5 per cent., proceeded to evening schools. A scheme has been adopted to give English teachers of modern languages in secondary schools an opportunity of attending approved Modern Language Holiday Courses abroad at least once in three years. In accepting the resignation of Prof. Barker, of the Technical College, a resolution was passed regarding the Committee's appreciation of the valuable services which he has rendered to the College during the twenty-one years he has acted as Head of the Textile Department, and offering their congratulations to him on his appointment to the Chair of Textile Industries in the University of Leeds.

Lancashire :
Equality of Opportunity. Now that secondary education is largely supported out of the rates, there is much to be said in favour of placing the fee-paying parent who resides at a distance from a school in the same position as those whose children can attend without travelling. The Lancashire Education Committee have now decided to pay the actual travelling expenses of all pupils over ten years of age attending secondary schools. It is estimated that an additional expenditure of £1,200 per annum will be incurred, as there are about eight hundred junior exhibitors and four hundred other pupils who will benefit.

THE Warwickshire Educational Committee have had under con-

Warwickshire :
Cost of Buildings. sideration the question of the cost of new school buildings, and finds that thoroughly satisfactory and well built schools are being erected in Worcestershire at a small cost. The expenditure, it is stated, varies from £8. 11s. 6d. to £9. 4s. 1d. per school place, as compared with £12. 11s. to £14. 17s. 3d. for schools recently completed in Warwickshire. The reduced cost in Worcestershire, the Report says, appears to have been reached by taking advantage of relaxations of the Board of Education's requirements and by carefully supervising all details so as to cut out all unnecessary work. The Worcestershire costs are certainly extremely low, and it may be doubted whether the result has been obtained without economizing in certain particulars which may involve an increase in the cost of maintenance. As a general rule, unless there is extravagance in architectural features, school buildings, as other things, are worth just what they cost.

Durham :
Annual Report. THE Annual Report of the Education Committee of the County Council of Durham gives a detailed review of the work in that area for the year 1912-13, and refers incidentally to the changes which have taken place since the "appointed day." The volume is comprehensive and well arranged. Since April 1, 1904, the number of Council schools has increased from 96 to 241, and the accommodation from 41,706 to 122,651 school places; on the other hand, the non-provided schools have decreased from 268 with accommodation for 89,561 to 162 schools with 41,338 places. In the county of Durham, therefore, voluntary schools seem to have found themselves on the "slippery slope." During the ten years, and including proposals already approved by the Council, an expenditure of £1,125,244 has been incurred on the provision of school accommodation and on alterations and improvements of a substantial character. The number of scholars on the rolls on March 31, 1904, was 120,638; on the corresponding date in 1913 it was 140,712, and the percentage of attendance has improved from 87.3 to 89.9.

Equipment Costs. SOME interesting figures are given relating to the costs of equipment. In the ordinary elementary schools the cost for each child in average attendance for books (including libraries), apparatus, stationery, and needlework practice materials amounts to 2s. 3½d. and furniture to 7½d. The materials supplied for making garments in 1912-13 cost £1,691, and of this sum £1,464 was recovered by sales. There has been a considerable development of instruction in special subjects, the number of scholars qualified for grants being as follows:—Cookery, 9,837; laundrywork, 1,092; handicraft, 1,680; cottage gardening, 364.

Teachers. FOR the year ended March 31, 1905, the Durham Education Committee paid £192,791 for teachers' salaries, which was £1. 18s. 6½d. per child in average attendance. In 1912-13 the amount paid was £335,034—£2. 12s. 8½d. per child. On the "appointed day" the number of children on the register for each certificated teacher employed was 130.9; it is now 58.8. Certificated Assistant masters and mistresses who have had the advantage of college training have increased from 64.6 to 86.8, and from 22.2 to 67.8 respectively. Regarding the supply of teachers the County of Durham is not, perhaps, as deficient as some other areas, and there appears to be a tendency in the right direction. The total number of pupil-teachers and bursars under instruction since 1908-9 has been as follows:—

Year.	Pupil-Teachers.	Bursars.	Total.
1908-9	539	47	586
1909-10	376	26	402
1910-11	326	38	364
1911-12	320	29	349
1912-13	323	44	367

Higher Education. THE Report includes a careful review of the work done in the field of education "other than elementary." As in Lancashire, the Committee have considered the position of children who live several miles from a secondary school, and it has been the practice hitherto to grant railway contract tickets for any pupil attending a "maintained" secondary school for distances of five miles and over. During the year the following further resolution was adopted:—"That where no railway service is available, travelling expenses be allowed in cases of pupils residing three miles and beyond from a secondary school." This, and the provision hitherto in operation, are, however, governed by a regulation to the effect that no travelling expenses are allowed to pupils under twelve years of age. In the secondary schools maintained by the Authority there are 2,263

pupils, and in those aided 596. During the year four instructors in physical training have been appointed as visiting teachers for maintained schools.

THE total expenditure on the maintenance of elementary schools in the County of Durham was £414,600, or £3. 5s. for each child in average attendance, and the Government grants and miscellaneous receipts amounted to £266,640, or £2. 1s. 10d. for each child. For the purposes of higher education the expenditure was £90,411, of which £46,878 was met by the Local Taxation Grant, Board of Education grants, and miscellaneous receipts. Since the "appointed day" the County Council has incurred an expenditure of £172,904 on the erection of new secondary schools and alterations to existing buildings.

THE ninth annual holiday course organized under the auspices of the Glamorgan Education Committee will be held at the County School for Boys and the new Training College, Barry, from August 4 to 29. The prospectus shows that somewhat exceptional facilities will be afforded for satisfactory training in educational handwork, various branches of art, Nature-study, hygiene, physical exercises, workshop drawing, needlework, and dressmaking. Barry is an excellent centre for a holiday course. It is advantageously situated on the Bristol Channel and well provided with places of entertainment and opportunities for recreation. In view of the increasing attention devoted to handwork in elementary schools, the Summer School at Barry will, no doubt, attract a large number of teachers.

SCIENCE NOTES.

THERE was a large attendance at the annual May conversazione of the Royal Society on May 13, and the exhibits were of much interest, especially to the physicist. That friend of our childhood the kaleidoscope has been revived by Prof. Bickerton, who has constructed an instrument with optically worked mirrors, thereby securing results far transcending those obtained from the ordinary toy. The canine tooth of the Piltdown man (*Eoanthropus dawsoni*) was on view, while gyrostats stabilized bicycles, aeroplanes and mono-rail cars. From a teaching point of view, the most interesting exhibit was Dr. Fleming's apparatus for producing stationary vibrations in strings. By an electric motor an irrotational motion in a circle is imparted to one end of a string, thereby propagating waves in the latter. The tension is then adjusted until stationary waves are obtained.

THE Medical Officers of Schools Association has been discussing the question of "School Lighting," and we have received a copy of Dr. Nash's paper read before the Association a few months ago. The excellent plan is adopted of publishing the discussion following the papers. In this case both the original paper and the subsequent speeches contain information of value to teachers, and we think that science teachers especially should note the proceedings of this useful Association. The best results will be obtained when medical officers, architects, and teachers co-operate; we are therefore pleased to see some names of schoolmasters among the contributors to the proceedings of the Society.

WE must apologize for a cluster of clerical errors in last month's "Notes." If the 23:44 triangle be supposed to be drawn correctly, the area of the circle circumscribing the triangle will be equal to the square on the 44 side to within four parts in one million. The date of the occultation of Mars should have been given as the 30th of last month. We are obliged to a correspondent for calling our attention to the slips, which unfortunately escaped our notice when reading the proofs.

AMONG the Royal Society exhibits were transparencies taken from the photographic star charts made by the late J. Franklin-Adams. The charts cover the whole sky in 206 plates, and contain the photographic record of fifty-five million stars. Mr. S. Chapman has drawn some interesting results from sample counts taken on a considerable number of areas. He finds that in the whole sky there are from four to five thousand stars visible to the naked eye—a number fewer than the popular estimate, but quite in accordance with the

opinions long held by astronomers. These stars give us about seven-eighths of the aggregate starlight, the several hundreds of millions of fainter stars giving the remainder. The total light from all the stars is not more than we get from the full moon, while an ordinary 18 c.-p. filament lamp gives as much light at a distance of fifty yards. It is remarkable that spectrograms have been obtained from more than ten thousand stars, when the necessary dispersion of the light is taken into account.

THE Annual Conference of the Association of Teachers of Domestic Science Teaching. Domestic Subjects was held on May 16 at the Salters' Hall, E.C. Lady Baring gave the presidential address, Dr. Hutchison discussed diet for children, and Dr. Kimmins made a humorous and effective attack on the obsolete and erroneous "information" which too often appeared in small textbooks. He said there was no subject on which so many bad textbooks were written as hygiene. Examiners in the subject will probably endorse this severe remark; it would certainly be an improvement if authors and teachers cultivated the critical faculty, and if a less dogmatic style of teaching were adopted. It is to the credit of science masters in our public schools and grammar schools that they have exploded the idea that dogmatism is necessarily a large ingredient of successful teaching. The exact contrary is nearer to the truth.

WE venture to call the attention of naturalists to the value of a binocular prism field-glass which will focus objects fairly near, say at five yards. Possessing such an instrument, we have found it an interesting aid to observation of insect life, &c. in the garden.

REVIEWS AND MINOR NOTICES.

A First Book of English Literature. By GEORGE SAINTSBURY. (1s. 6d. Macmillan.)

We welcome a new and independent primer of English Literature, not even an abridgment of the author's "Short History," by a professor who has devoted a long life to the subject. It is what it professes to be, a "mind-map," or, as we might put it, a chart that will enable the student to take his bearings, to know the main currents, and to recognize all the greater luminaries. It is a plain uncoloured map, on which is inscribed "No flowers by request." Epigrams, antitheses, rounded phrases have been purposely excluded as deleterious to students and exasperating to examiners. Doubtless that will be a recommendation to teachers, but on the reader no longer *in statu pupillari* the effect of this self-denying ordinance is a little depressing. He sighs for the fleshpots of Egypt, the antitheses of Macaulay, the thunders and lightnings of Swinburne, the catchwords of Matthew Arnold, or even the honeyed rhetoric of Prof. Raleigh.

To review in detail such a book is an impossible task. As he turns the pages he is impressed by the wide erudition of the author, and also by his masterly grasp of his subject as a whole. On the other hand, he turns again and again to his favourite author or work, and finds either the bare name or what seems to an admirer a colourless generalization or platitude. On Bacon we have a page to prove that he cannot have written Shakespeare, two short sentences on the "Essays," noting their terseness or ruggedness (in their earlier form they are classed under pamphlets), but of the "Advancement of Learning" and Bacon's periodic style not a word. Of Herrick's muse, "the variety, daintiness, and fresh country feeling of his profane poems and the singularly contrasted quality of some of his sacred ones"—and that is all. Gibbon is "the most amiable if not the most respectable of historians," and Mitford is signalled out as the author of "a remarkable though not faultless History of Greece." On Collins's "Ode to Evening," the one faultless poem by which he chiefly lives, the sole remark is that it is written in unrhymed stanzas. Gray, in his "Ode on Vicissitude," "has anticipated the very spirit and manner of Wordsworth," but of Gray's Letters and Diaries, which do reveal, almost for

the first time, Wordsworth's love of mountains and wild nature, there is not a word.

A primer of literature naturally attends more to the form than the substance; yet we cannot but regard it as an error of judgment to reject as irrelevant all reference to the religious, political, philosophical, and scientific movements of the epoch. For instance, Tennyson and Browning cannot be fully appreciated without some reference to F. O. Maurice, Martineau, Jowett, and Darwin, nor Carlyle apart from Chartism and Socialism. Here for poetry metre is taken as the *filum labyrinthi*. The scansion is still by feet, and "long" and "short" are synonymous with accented and unaccented syllables. In prose, to take a simple example, we find Dean Mansel bracketed with J. H. Newman by reason of the "grave music" of his sermons and lectures.

Among omissions we have noted Bolingbroke and Shaftesbury, Sydney Smith and Clough. "Metaphysical" does not strictly mean "something beyond or behind the merely natural." There is a good Index, and the "Abstract and Chronological Conspectus" is a valuable supplement. We doubt whether the book will fulfil its intended purpose, to serve as a *gradus ad lectionem*, but the student who has already read the masterpieces of English literature will be enabled by its aid to fill up the gaps in his knowledge and to co-ordinate what he has already learned.

An Outline History of English Literature. By W. H. HUDSON. (2s. 6d. net. G. Bell.)

This Primer of English Literature, though prior in publication to that of Prof. Saintsbury, came into the reviewer's hands at a later date, else it might well have served to bring out by way of contrast the respective qualities and defects of the writers. Prof. Saintsbury, though he also has taught in his time, is pre-eminently the learned student and antiquary; and, as to English literature (and French no less), he might well boast that what he knows not is not knowledge. Mr. Hudson is by profession a lecturer, perhaps the most popular of Extension lecturers, and this volume in part reveals the secret of his popularity. He has a keen eye for seizing the salient points of a subject; he presents it in its most picturesque aspect, and passes over all the arid tracts and dark places. He has, moreover, a facile, fluid style. There are no parentheses or involutions, and we never have to read a sentence twice.

In defining what is meant by a history of literature, Mr. Hudson insists that it implies more than a chart or a pedigree of authors and their works; we must know as well something of the personality of the writers and also of political and social conditions under which they lived. In pursuance of this theory, periods are named after the most prominent and characteristic writer—"The Age of Chaucer, of Milton, &c.," instead of the usual "Elizabethan, Classical Epoch, &c." "English Literature before Chaucer" is dispatched in some eight pages, and only eleven works and authors are mentioned. Though, as Prof. Saintsbury contends, the foundations of English verse-prose were laid in Alfred's reign or before, Mr. Hudson knows that to ninety-nine out of every hundred of his readers Anglo-Saxon is an unknown tongue and that to them Cynewulf will be an empty name.

As a sample of the different treatment of the two primers, we may take at random Bacon. Here we start with "Bacon, the principal prose writer of his time." Follows a brief biography. "The Advancement of Learning" and the "Novum Organum" are passed over as epoch-making, but outside a history of literature. Lastly there is an appreciation of the "Essays," the matter as well as the style, with two notes, which will stick in the memory, Bacon's own, "they come home to men's business and bosoms," and one borrowed from Marlowe, "infinite riches in a little room." Many of the *di minores* of recent literature here find a niche—Sydney Smith, for instance (though his name is misspelt), Clough, Leslie Stephen, Jeffreys, J. R. Green—though many of the older worthies to be found in Saintsbury are absent.

To sum up our general impression, the Saintsbury Primer

is for ripe scholars, the Hudson Primer for secondary schools and Extension lecturers.

Education and the New Utilitarianism. By ALEXANDER DARROCH. (3s. 6d. net. Longmans.)

These addresses, delivered in recent years to various bodies of teachers, are well worth publishing in a collected form. In the first and most important address Prof. Darroch accepts as his standpoint the doctrines of Pragmatism, or the New Utilitarianism, as he prefers to call it, and in the remaining addresses these principles are applied to the solution of the most vexed problems of education that face us to-day. Action, not knowledge, is the *telos* of the educator. Truth is not static, but dynamic, something relative to the changing needs of men.

A review is not the place for discussing these fundamentals, and it is possible to approve most of the deductions without accepting the philosophy on which they are founded. Thus all will agree that undue emphasis has been attached to the intellectual side of education, that "knowledge grows and wisdom lingers," that social service should be the aim of the schoolmaster, and that this work should be begun and practised in the school. The answer to the objection that the tendency of Pragmatism will be to thrust into the background ideal pursuits such as Art and Literature seems to us hardly adequate. Enlightened Utilitarianism, it is argued, takes account of all human activities; all it postulates is that knowledge shall lead to action and serve human needs. But human nature craves knowledge for its own sake, and we sympathize with the man of science who boasted of a discovery by which no one could ever be a penny the richer. Moreover, what to one generation seems the idlest of speculations is found by the next to be pregnant with material benefits. This caveat, however, has little or no bearing on primary education, with which the volume is mainly concerned, and the plea for less of bookwork and more of handwork, for variety to suit different types of mind, for the encouragement of corporate life in the school, is urged with fresh force from a new philosophic point of view.

In the next lecture we welcome the protest against what may be called the ladder theory of education. By all means let us provide the "career open to talent," but let us not plan our curricula and classes with the object of furnishing rungs of the ladder. Nine-tenths of our scholars are destined to follow the calling of their fathers, and the duty of the State is to see that the masses are educated to become more efficient labourers and journeymen than their fathers.

On the Moral Education Problem, Prof. Darroch utters an uncertain note. Whether morality can be taught apart from religion he declines to discuss, and, while not denying the place of direct moral instruction in school, he attaches far higher importance to indirect teaching, and points to France (in a passage twice quoted) as an awful warning of the results of purely doctrinaire teaching in morals.

In the lecture on the Education of Women we detect what we may without offence call the cloven foot of Pragmatism. Our aim, we are told, must be to educate the future mothers of the race. Woman is still the helpmate of man. To train her as a competitor of man in the world of business is a mistaken ideal. We will not argue the point, but would only observe that of women who receive the higher education a third at least are destined to remain single. Further, that "the so-called higher educated woman, with head full of many 'ologies,' but ignorant and contemptuous of the simplest household duties," is a rare monstrosity, and not a typical product of the twentieth century.

Crowds. By GERALD STANLEY LEE. (6s. Methuen.)

Where are we going? In other words, what is the future of democracy, or, to speak more strictly, what is the ideal that would satisfy the aspirations of the author in the question asked in the first chapter? and the answer, to put it in a single word, is Co-operation. With all the answers propounded by our present leaders of thought—at any rate, by

those who have the ear of the crowd—Mr. Lee is profoundly dissatisfied. G. B. Shaw, H. G. Wells, Bishop Gore, tell us what they do not want, but none of them has a clear and realizable vision of the millennium as he would have it if he had the ordering. But it is on this very failure in the leaders that Mr. Lee founds his hopes for the future. He is a born optimist. The crowd at bottom is good and reasonable. It has sinned through ignorance, and whenever the inspired leader arises it will follow him gladly. To syndicalists and capitalists, to trusts and strikers, he metes out equal justice. Pierpont Morgan and Tom Mann are taken as types of the two classes, and it is shown how each failed, not because of vice in the blood, but because either was purblind, regarding only his own class and indifferent to the other.

The author cannot be classed as a hedonist, for the gospel he preaches is universal charity—love thy neighbour as thyself—and yet we cannot but be conscious how widely it differs from the gospel of primitive Christianity. All are to be fellow labourers, and each man to have his proper share in the product according to his worth; there will be no more grinding poverty or discontent; the gospel of the Cross will be a thing of the past; *entsagen sollst du* will be an effete maxim. With the new race machinery will no longer be a thing of cogs and wheels, for each man will feel himself a part of the driving-wheel, helping to produce his own heat and electricity. We cannot help recalling the concluding words of Renan, after a visit to the great Paris Exhibition: "Combien de choses y a-t-il dont un philosophe peut se passer?"

The book is eminently readable, abounding in lively thumbnail sketches, apt illustrations, and racy epigrams. Co-operation is still in its very infancy, and we believe with the author that it has before it a great future, though we doubt whether it is the one key to human progress. It has still to be tried on a large scale, and the failures have been more numerous than the successes.

A History of Education in Modern Times. By FRANK PIERREPOINT GRAVES. (5s. net. Macmillan.)

This completes Prof. Graves's "History of Education" in three parts. The first carried the history down to medieval times; the second treated of medieval times and the Transition period. The concluding volume begins with Rousseau and ends with the inevitable Montessori. The work is a history and at the same time a critical study. To each of the great educators—Rousseau, Pestalozzi, Froebel, Herbart—is devoted an essay examining the *idée mère*, the philosophical or psychological principle underlying the system and showing how far this is sound and of permanent value. Education in the United States naturally assumes larger proportions than in English and Continental histories, and two of the twelve chapters are devoted to the rise and organization of the common school. Similarly much that seems to us of supreme importance in England is wholly omitted or glanced at in passing. We search in vain for any reference to the great public schools, and the names of Thomas Arnold, Thring, and Temple are not in the index. We do not understand what is meant by the "University Commission for Winchester in 1856," and it is to Rugby rather than to Winchester that the credit should be given of introducing science in the regular curriculum. J. M. Wilson's essay in "Essays on a Liberal Education" first set the ball rolling. The most memorable movement of the last half-century is the advance of women's education, both secondary and higher, alike in extent and in quality, and this almost deserved a chapter to itself. But on these two subjects there is a choice of English authorities, whereas for American schools we should find it hard to name a guide at once so judicious and so attractive as Prof. Graves.

Co-education in Practice. By J. H. BADLEY. (1s. net. Cambridge: Heffer.)

This is a paper read before "The Heretics" (apparently a Cambridge essay club) by the Head Master of Bedales. In contrast to some recent utterances of Co-educationists it impresses us by its sanity and sobriety. Mr. Badley neither cries his own wares nor pretends that he has "found the pie's nest." He would not have boys and girls after reaching the age of fourteen taught the same things or playing the same games, and he admits that we are still in the experimental stage. Co-education is not adapted for all societies or for all peoples. It cannot succeed when the home influences are against it, or in countries where the ideas of sexuality are lax. The two things women need are a *carrière ouverte*, not necessarily the same as men's, but equal freedom with

men to work out their own salvation, and, secondly, equality of intercourse. The sex-function, marriage and maternity, is not the only purpose and outlet of a woman's life. A mixed boarding-school provides for free intercourse between boys and girls, and leads to comradeship and friendships, but not in Mr. Badley's experience to flirtations, though it does lead not rarely to marriages between Old Bedalians. An Appendix gives facts and figures showing the extent of Co-education in Great Britain and on the Continent, and in America it is maintained that it is only of the Eastern States, and there mainly of the huge schools in the great cities, that it can be truly said that Co-education is on the decline.

A Book about Authors. By A. R. HOPE MONCRIEFF. (10s. Black.)

As Mr. Hope announces this volume as his swan-song, but with a qualifying "probably," that makes us hope that this may mean no more than "positively the last appearance" of a famous artiste. He has been an author for nearly half a century, and he gives us here his reflexions on the profession, gathered partly from historic sources, including bards and rhapsodists, but mostly drawn from personal experiences, his own and his brother authors. Mr. Moncrieff has all his life observed the older literary tradition and resented the impertinence of critics and others who betrayed his anonymity. He has written in various characters and under various aliases, and among his most amusing anecdotes are accounts of the traps thus unintentionally laid for reviewers and publishers. But now he throws off the mask and reveals without disguise all the secrets of the prison-house. He is here the candid friend who spares neither authors, editors, publishers, nor reviewers—least of all himself. But it is not "the candid friend" from whom George Canning prayed to be spared. There is plenty of French *malice* in the book, but no malice. There are tales of authors who "go mad and beat their wives," of blood-sucking publishers, and of "indolent irresponsible" reviewers; but living sinners are never named or so described as to be identified, and the sanctity of club life is strictly observed. Had he, as is the fashion nowadays, played to the gallery by a *chronique scandaleuse*, what tales he could have told! Even when he relates how he has been defrauded and cheated, there is no touch of bitterness in his complaint. Thus he meets a publisher, largely in his debt, travelling first class, and, when invited to get in, replies: "I travel third and pay my debts"; but this epigram is his sole revenge, and the publisher, who is known to be hard up, is not even dunned. This anecdote may partly account for the extraordinary statement at the beginning of the volume. Mr. Moncrieff, unlike most authors, has kept accounts. He has written over two hundred books, ranging from sixpenny guidebooks to a geographical compendium in six quarto volumes (every page but one from his own pen), and his gross income from literature for the last forty years has averaged £110. This may serve as a warning to young aspirants who look to authorship as an easy berth; but Mr. Moncrieff regards it as the worst of trades, and the noblest of professions. Writing to him has been its own exceeding great reward. The book is full of wise saws and modern instances which we would gladly quote. If the reader desires a sample of the author's special gift, we would refer him to pages 127-9, where the school experiences of twenty-nine authors are given, each in a neat epigram.

Notes on the Teaching of English. Part II. By W. J. BATCHELDER. (1s. 6d. Macmillan.)

Part II deals with the teaching of English in the upper half of an elementary school. It follows closely the plan and methods recommended in the excellent suggestions of the Board of Education. The advice given to teachers is sensible and practical, but the author seems to us to deal too much in generalities. That in the senior classes opportunity should be given for children to read daily in the same way that grown-ups read for individual profit and pleasure is admirable advice, but the statement that the scholar will then "commence to acquire the invaluable habit of thinking consciously about human motive" does not take us much forwarder. We desiderate more model lessons such as that on "The Forsaken Merman," and actual compositions of children with corrections and comments of the ideal teacher. To note two minor points: we should not have quoted Arkwright and Stephenson to enforce the value of the literary imagination, and for examiners in reading and recitation it will not be easy to find "some person other than the teacher who is familiar with each child's capacities." There are very helpful lists of books recommended.

Initiation into Literature. By EMILE FAGUET. Translated by Sir HOME GORDON. (3s. 6d. net. Williams & Norgate.)

A very comprehensive initiation is here given from the literature of the Greeks and Hindus to that of various European countries in the nineteenth century. The work is good as a framework or a book of reference, but it would be pernicious if placed in the hands

(Continued on page 396.)

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Histoire de France: III.—La Guerre de Cent Ans. By E. ALEC WOOLF, B.A. 1s. 6d. [In the Press.]

A MANUAL OF FRENCH LITERATURE. By J. P. R. MARICHAL, L. ès L., B. ès Sc., Lecturer in French at Queen's University, Kingston, Ontario.

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A BOOK OF ELEMENTARY MECHANICS. By C. S. JACKSON, M.A., and W. M. ROBERTS, M.A., Instructors in Mathematics at the Royal Military Academy, Woolwich. 3s. 6d.

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[See also next page.]

of a student for the purposes of "cram." Short critical sketches are given of the chief literary works and their writers, which are intended to excite interest and further study; the paragraphs on Pindar, Dante, and Corneille are particularly good. There is an unfortunate mistake on page 3, where the *Ramayana* is confused with the *Mahabharata*, but that may be due to the translator or printer. The adult student cannot better enter the "realms of gold" than by a gateway that leads to a broad general view of the literature of the world, and this volume is such a gateway. But the author realizes that it cannot do more than "incite to research and meditation"; and if the journey is pursued beyond the gateway the book will serve an excellent purpose—that of a worthy introduction. It would be well, too, that children should have some idea of the country round that which they are exploring, and the teacher may make use of this repertory for his lessons, and thus inculcate a sense of proportion and of the relative importance of any piece of literature.

The Composition of the Iliad. By AUSTIN SMYTH.
(6s. net. Longmans.)

This is an ingenious attempt by a distinguished Cambridge scholar, now Librarian of the House of Commons, to reduce the twenty-four Books of the "Iliad" to forty-five sections of three hundred lines each. The essayist takes as his motto a scholion on Pindar, "They [the rhapsodists] memorized and recited the scattered poetry of Homer, but they wholly deformed it," and tells us in his preface that he utterly dissents from Dr. Leaf's view of the "Iliad" as "a secular growth." He then plunges without a foreword *in medias res*. Here we regret that we cannot follow him, and must be content to say that, much as we admire his ingenuity, he leaves us unconvinced. To a scholar who set himself to learn the "Iliad" by heart (and such a feat has been accomplished) it would doubtless be an aid to memory to know the number of lines in each canto, but an Iopas would not greatly heed, and his hearers would heed still less, whether he omitted or interpolated lines. Is there any parallel among primitive epics—Indian, Teutonic, or Finnish—to this numerical canon? The Baconians have prejudiced us against these numerical keys, but in this case it is not all labour lost. The Homeric scholar could not find a more profitable exercise than to go through Mr. Smyth's essay and attempt to answer all the *anaplois* that he raises.

Six Contes. Par GUY DE MAUPASSANT. Edited by HAROLD N. P. SLOMAN. (2s. 6d. Cambridge University Press.)

Maupassant is a past master of style, and we welcome a school edition of six characteristic *contes*. We must, however, enter a demurrer to the editor's challenge that no English writers are comparable to him in this line except E. A. Poe and Thomas Hardy. Against the first "Le Horla" we would put De Quincey's "Opium Eater," and it would not be hard to match in English the other five. We doubt whether "Le Horla," an autobiographical fragment narrating the incipient stages of Maupassant's madness, is very appropriate reading for schools, and the same objection applies in a less degree to "Qui sait." The other four stories are, each in its way, perfect gems. The exercises for re-translation are well framed, and will tax the pupil's wits even if he has the text before him. In the questions there is perhaps an excess of grammar—rules of gender and parts of verbs. "La malaise" is a misprint.

Euripides the Rationalist. By A. W. VERRALL.
(7s. 6d. Cambridge University Press.)

We welcome this reprint of what is the most original and at the same time the least paradoxical of Dr. Verrall's classical works.

French Phrases for Advanced Students. By EDWARD J. KEELEY. (1s. 6d. net. Pitman.)

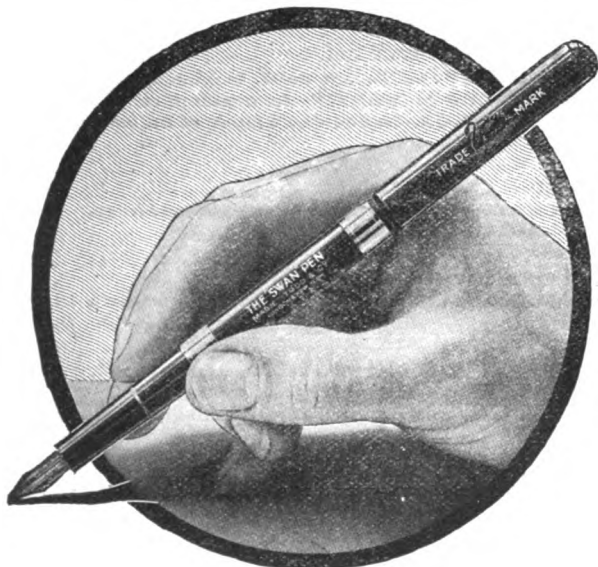
In this reprint are added elementary vocabularies and a list of five hundred words of the first conjugation. The former is useful as supplementing some lacunae in the "Phrases"—for instance, school words. We do not see what purpose the latter serves. The three thousand phrases are, on the whole, well chosen, but they might be better arranged. The classification, partly alphabetical and partly by subjects, makes it difficult to find one's way about. Thus, we pass from "dress" to *devoir*, from "eat" to *entendre*. *Adresser une lettre* can hardly be called a phrase, but a pupil does want to know the French equivalent of "yours sincerely," "kind regards to." Under "Trains" we should like to be told how to write for a sleeping berth or a seat facing the engine, and the pupil needs warning that *le train de Calais* is the train to, not from, Calais.

Bamboula. Par A. G. TREVES. (1s. Blackie.)

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(Continued on page 398.)

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collaboration of his pupils. This partnership has enabled him to discover the words at which they stick, and either substitute synonyms or explain them by synonyms or definitions (in French) at the foot of the page. To confine himself to presents and present perfect seems to us an unnecessary handicap. A pupil in his second year must have learnt at least all the tenses of *avoir* and *être* and verbs of the first conjugation. In fact, before the end he is asked to give the features of irregular verbs. "Bamboula," all may not be aware, is the Parisian argot for "Sambo."

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A Middle Method German Course. By F. W. M. DRAPER. (2s. 6d. Murray.)

The *via media* would supplement the Direct Method by translation both into and from the foreign language. In this course we start with simple narratives followed by oral questions. A new departure is to give with each narrative on the opposite page a *Wortgruppe*—the new words classified by meaning as verbs, nouns, derivatives, and other parts of speech; thus, *kochen, die Küche, die Köchin, unten*. No English is given, but there is a vocabulary at the end. Numbers at the bottom of the page refer to the grammar, which by the Middle Method "should not be acquired by chance, but be learnt by heart and constantly repeated." The first twenty passages are descriptions of life in a German village, composed by the author himself, and these we can praise unreservedly. They are simply written, and will enable the pupil to breathe from the very start a German atmosphere. For the exercises we think more assistance should have been given. Why is there no English-German vocabulary? The grammar is confined mainly to accident, and judiciously excludes rare and exceptional forms. This may partly reconcile us to the injunction that it should be learnt by heart. Print, as we have

often observed, is half the battle with grammar, and Mr. Draper's grammar is heavily handicapped by being all printed in small type with no distinction between rules and examples, German and English.

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IDOLA LINGUARUM.

MODERN LANGUAGES.

THE DIRECT METHOD: AGAINST.

By OTTO SIEPMANN.

They had succeeded in discrediting the study of modern languages. W. represents the reaction against the new realism. His love for scholarship was one impulse, but an antagonism to the prevalent views on education was also ever present. The presumptions and ignorance of the New Methodists irritated him, their growing popularity alarmed him. He could not have conceived so completely his ideal of human culture, had it not been brought out in sharp contrast with the school of "useful knowledge." Alluding to the promise afforded by a young pupil, he writes: This is the only kind of solace left for us who are occupied with matters which are in little esteem with the public. Every day sees the prospects of these studies more and more clouded. The new hierophants now abroad desire to preserve their disciples from all tinge of scholarship and literature, else they would no longer command their devotion.

As time goes on, the danger passes away, and W.'s language becomes more hopeful. He is not less strenuous in denouncing the main principle of the innovators—"education in knowledge of the useful"—but he is forward to welcome what is true and good in their doctrines. In later years he brings out with increasing emphasis the educational ideal which had been growing more distinct to him. This is a purely humane education and elevation of all the powers of mind and soul to a beautiful harmony of the inner and outer man. As long as there exists in the world a generation who make this elevation their aim, so long will they turn to the great authors for instruction and encouragement in prosecuting it. The simplicity, the dignity, the grand, comprehensive spirit of their works will ever make them a source from which the human soul will draw perpetual use.

THE reader of this paragraph might easily think that it contained an account of the recent movement in modern language teaching and that W. was a scholarly teacher of the

old school with pessimistic tendencies. As a matter of fact it refers to the eighteenth century and is an almost verbal quotation from an article by Mark Pattison on Friedrich August Wolf who, just a century before the reform movement in modern language teaching was started in Germany, entered the lists against the philantrophists. The reforms of Ratich, Comenius, and Basedow with his disciples had succeeded in discrediting the study of ancient languages. A reform of the grammar schools on their principles seemed imminent. What was to be taught were to be realities. Languages were to be learnt by intuitive methods. Learning was to be made agreeable to the child and all irksome studies were to be thrown overboard. History repeats itself—sometimes. The parallelism between the conflicting views and principles of the two movements is so striking that it would be interesting to show it in detail, but it must suffice to say that Wolf was triumphant. He entirely changed the spirit of the University of Halle and, through it, of all the higher education in Germany, awaking in schools and Universities an enthusiasm for ancient literature second only to that of the Revival in the sixteenth century. From this, in fact, have sprung in great part both the direction and the force which have ever since been impressed on secondary education in Germany.

The more recent controversy has raged round modern languages, it is true, but the principles involved were essentially children of the same spirit, so that a study of the eighteenth century conflict and its precursors is highly instructive and throws considerable light on the questions which have been debated for the last thirty years at many Congresses of Neuphilologen in Europe and America, and have produced a flood of articles in reviews and magazines, innumerable pamphlets and school books, so that nothing new is likely to be said or written on any of its topics.

It is, therefore, advisable now to review the whole question, to sum up the arguments, to record the experiences and results which have been reached. I will endeavour to do so *sine ira aut studio*, and strive to hold the balance fairly between the two parties. First of all, let us try to look for the causes which set the ball rolling. About the middle of last century the progress made in natural sciences and the methods employed by them rapidly rose in reputation; then followed the establishment of modern sides or schools in which mathematics, natural sciences, and modern languages were given a more prominent position than they had enjoyed before. At the same time the study of phonetics was taken up seriously and was considerably advanced by Sievers, Trautmann, Techmer, Viëtor, and others. Further, the expansion of international commerce and the unprecedented development of industrial pursuits directed attention to the importance of a practical knowledge of modern languages. And finally, the results obtained and the methods employed in teaching modern languages were scrutinized and found wanting. Dissatisfaction was great, and the time was opportune for an appreciative response to the trumpet-blast which a lecturer of the newly founded University College in Liverpool (W. Viëtor) sent forth from Llangollen in Denbighshire—*Quousque tandem*. This pamphlet, entitled "Der Sprachunterricht muss umkehren!" stirred the teaching world deeply and was largely instrumental in the creation of the reform movement which has produced what is generally known as "The Direct Method" of teaching modern languages. A whole little army soon engaged in the war which Prof. Viëtor had declared. His lieutenants caught the enthusiasm of their leader, and, though many of the combatants

have been accused of arrogant ways, aggressive methods, bitterness, intolerance, and some have been suspected of unfair means in pressing their cause, it cannot be denied that they have fought valiantly for thirty years in Germany, France, England, and the United States; and, what is more, they have not fought in vain, though the victory is not as complete as their fervour led them to hope.

What Prof. Viëtor criticized in incisive language was the treatment of living languages as though they were dead, that the pronunciation taught in schools was of the "Vaiteer!—Yes-Sir!—After zis, I vish to become a Velsh rappit!" type; that grammar was overloaded with a great deal of ballast and taught in a stupid fashion; that the pupils were bored and disgusted with the way in which they were taught; that the exercises set to learners were soul-killing; that translation into a foreign language was an art which did not concern schools. On the constructive side we were told that language teaching should begin with living sounds instead of dead letters; that the centre of gravity should lie in the reading book; that a passage read and understood should be made the subject for questions and answers in the foreign language; that the passage thus treated should be reproduced *viva voce* by the pupils, and finally written in the form of answers to questions put by the master; no preparation or learning of vocabulary was any longer to be required, no written home-work to be set; pupils were to learn to think and to express themselves in the foreign tongue; grammar was to be taught as arising out of the passages read and systematized later.

These are the tenets of the new creed which were embodied in the Direct Method, and in their crystallized form have become the battlefield on which each position has been tenaciously defended by stout-hearted champions, and every point has been advocated with energy from the housetops as a panacea for all ills of which poor teachers and pupils had suffered in the past.

There is no denying the fact that the criticisms made of the methods in vogue before the reform set in were largely justified, and, further, that this new method had obvious attractions which induced many teachers to welcome it wholeheartedly without much examination; others were sufficiently dissatisfied with the existing state of things to be prepared to give the new plan a fair trial, and others again shook their heads and stood aloof. Before long some of the champions were ready to show the great change that had been wrought in their classrooms to intending visitors, and published the striking results of their classes. And for a while it seemed as though the reformers were taking the teaching-world by storm. They gained considerable influence, brought pressure on examining bodies and educational authorities to modify their regulations and demands, so as to fall into line with the new method. But, meanwhile, opposition arose in many quarters which, with the beginning of the new century, became more and more formidable, partly owing to organized resistance and partly as the result of personal experience in the classroom. Still, opposition has, on the whole, been less noisy, less intolerant, more ready to accept what has proved practical and to reject only what has been found wanting. The silent in the land who had watched the struggle with complacency gradually began also to move slowly and modified their ways to some extent, so that it may be said of the die-hards that their number is insignificant. On the whole it is a great triumph for the reformers that practically every modern language teacher in the three largest and most im-

portant countries in Europe has been more or less influenced by this great movement, and what progress has been made in modern language teaching is largely due to their efforts and to their persistent advocacy of reform.

That the reform in its final shape will not entirely satisfy the champions of the Direct Method is perhaps not surprising, but they have gained so much by common consent that they may be proud of their achievement, unless it is true that every genuine new methodist (whole-hoggers, I believe they call themselves in this country) considers himself infallible. Be that as it may, it is now tolerably clear that the large majority of modern language teachers and educational authorities are satisfied that the Direct Method in its pure form has proved a decided failure, and stands convicted of having promised more than it could perform. The same fate befell Ratich, who in many respects may be looked upon as a distant ancestor of the Direct Method. He, too, was the apostle of a new method, and his gospel, too, found a ready response in many quarters. By Prince Lewis of Anhalt-Koethen he was given his chance of proving his case, but he failed sadly, though he, too, originated some sound reforms which have stood the test of time. Ratich was thrown into prison and not released until he had signed a document that he had undertaken more than he was able to fulfil—that he was a charlatan. I am not trying to frighten anyone; besides I firmly believe that a genuine new methodist cannot be intimidated.

My somewhat sweeping condemnation of the Direct Method needs, of course, substantiating. In endeavouring to do so I do not propose to call many witnesses, but hope to make out a case from my personal experience. Hard words have been said of the Direct Method by bitter opponents, which must not be taken to mean more than that their authors' feelings and convictions were deeply offended. I will quote only one of this kind which occurs in a book written by a Balliol scholar and former head master:—

The latest improvement in the method of teaching French and German consists in eliminating as far as possible every vestige of scientific study, and everything which can give the victims training or education of any sort; the aim is to make them talk French or German by a sort of reflex action, as a dead frog can be made to go through the motions of scratching himself. We may hope that this particular futility will have only a short life, but while it exists, and where it is in force, French and German have ceased to exist as instruments of education.

I am glad to say that teachers who share my views on this question have, as a rule, not adopted the tone in which this criticism is written, and that in spite of considerable provocation on the part of advocates of the Direct Method, of some of whom it has been said that what they did in their zeal of pushing the method was not "cricket."

A carefully thought out criticism of language teaching contained in the Report of the Committee of Twelve of the Modern Language Association of America (Boston, Heath & Co., 1901) makes some observations which are in agreement with the opinions formed by many practical teachers. I will, therefore, quote a few of them:—(1) In our general scheme of secondary education the ability to converse in French or German should be regarded as of subordinate importance. We by no means say that it should be ignored, or that colloquial practice may safely be neglected in teaching. (2) The careful study of grammatical rules and their nice application in translation and compilation form one of the best possible exercises in close reasoning. (3) This method is based on two general ideas—one true, the other false. The first is the belief that the interest so necessary to the successful prosecution of any study can most easily be aroused by the actual spoken use of the foreign tongue. The second is the theory that a boy or man can best learn a new language in the manner in which an infant first acquires its native speech. We may justly urge, furthermore, against this style of teaching, that it provides little discipline for the intelligence, that it favours vagueness of thought and imprecision of expression. (4) It seems to overlook the

importance of literary education, æsthetic culture, and the intellectual broadening of the mind.

The chief objections to the Direct Method, such as they have presented themselves to me in the classroom, are as follows:—

1. The importance of the spoken language is exaggerated and fluency cannot be acquired in the classroom.

Even from a purely utilitarian point of view it may be said that the majority of our pupils stand in need in after-life of a good working knowledge of French and German for the purpose of reading articles and books, and that only a small percentage require facility in speaking foreign tongues. The amount of knowledge and practice needed for conversation with natives of France and Germany can be imparted without going to the length of making a fetish of the spoken tongue. Moreover, an Englishman thoroughly conversant with the ready application of the chief rules of grammar and equipped with a wide vocabulary, a good pronunciation, and some practice in speaking, can, if he so desires, in a short time increase the fluency of his speech by a stay abroad. Further, even if correct and fluent speaking were the supreme goal it could not be reached in class teaching, nor without a careful study and much systematic practice in the application of grammatical rules. What I have invariably found in classes taught on the Direct Method is that, owing to the absence of sufficient knowledge of grammar and its ready application, the speaking was lamentably incorrect, often so much so that it would have been impossible to understand the sense of what was said, without knowing English. I am satisfied that, apart from the insuperable difficulties presented by class teaching, fairly correct speaking of French and German cannot be learnt by the Direct Method, even if two hours a day were given to the task, if the pupil is to acquire his knowledge by the process of repetition and imitation until it becomes spontaneous.

Anyone who knows how long it takes a child of school age who is placed abroad in a family to acquire a ready command of a foreign tongue, will at once admit that even in the most favourable circumstances it takes years of constant practice, and if the imitative process is not supplemented by a good deal of careful teaching and reading the result will even then fall short of correctness in a palpable degree. This touches upon a vital defect in the Direct Method by which alone it stands condemned. The notion that a foreign tongue can be acquired at school by direct association with objects or pictures or concepts already connected with native expression, is as fundamentally wrong as it is attractive at first sight. Apart from the fact that it is utterly impossible to proceed by the Direct Method with things and thoughts which are already familiar to the pupil, without the intervention of the mother tongue, the spontaneous formation of correct grammatical forms and constructions cannot be brought about without its passing for a considerable time through the process of reflexion. Only after much practice of those forms and constructions which have to be learnt and drilled one by one, *through the understanding*, can their use become spontaneous. If the same is to be done by imitative practice alone and without this careful and gradual process, the result, I think, will always remain slipshod, however much time is given to the subject. At any rate nothing but a thoroughly unsatisfactory result could be attained with the time at our disposal at school. I have applied the Direct Method in the classroom with pupils of all ages between ten and nineteen, and have been disappointed with the results even in this one direction in which, at any rate, I had hoped it would prove successful. On the other hand, I have used the Direct Method with wholly satisfactory results with little children as long as their powers of reasoning were not sufficiently developed to make an appeal to their intellect advisable; but, even in their case, I found that later on incorrectness and faulty constructions were most easily cured by appealing to their understanding and by explaining to them the why and wherefore of the particular case. As soon as the reasoning faculties are sufficiently active they should be made use of for

two reasons: (1) they help to overcome difficulties in the shortest and quickest way, and (2) they become stronger through use—"en forgeant on devient forgeron."

Finally, I would urge on the point under discussion that ability to speak a foreign language—*qua fluency*—is a matter of practice, not an intellectual feat. It is true that the amount of practice required before one can speak fluently is very considerable, but it is a technique just as is the ability to telegraph or to write shorthand. By this technique is acquired what is falsely called "thinking in a language." Thought and language are not identical, though closely connected. If we think in a language, why is it that we frequently say something and then immediately add, "No, that's not exactly what I meant to say," and then try once more to give expression to the thought which was in the mind all the time? School-time is too precious to be spent wholesale on such a technique as fluent speaking, though it is of sufficient importance to claim some of our time. A certain facility can be acquired in a comparatively short time, but real facility or fluency demands a terrific amount of practice and time, as modern language masters of all people ought to know.

II. Grammar taught in a desultory manner and without introducing and practising its carefully graduated phenomena, one by one, leads to slipshod results.

The reformers were no doubt right in denouncing the way in which grammar used to be taught, but they shot straight from the Scylla into the Charybdis by assigning it a place which proved fatal to the whole fabric. Some of them saw this and mended their ways to some extent, but, even so, the blot in the system still remains. As long as the reading of beginners and junior forms forces the teacher either to explain a variety of heterogeneous grammatical points or to leave the greater part of them unexplained and to be learnt by rote, the uncertainty and confusion created in the pupils' minds will remain a serious defect of the Direct Method. The learning of imperfectly understood forms or constructions must always remain a doubtful practice, and whenever it does occur should be kept within strict bounds. But whatever the Direct Method teacher may do, this question of grammar remains a stumbling-block for him, because it does not properly fit into the method anywhere, and ought to be excluded if the method were consistently carried to its logical conclusion, which is that the language should be learnt by observation and habit, as one learns one's mother-tongue. There is, of course, another objection to grammar arising from another article of creed in the Direct Method: the teaching is to be made pleasant and attractive and full of interest to the learner. To this every teacher will agree within limits. But if grammar is declared to be dry and uninteresting I demur and agree with Prof. Calvin Thomas, who says: "When shall we see the end of this wretched desire to make all things soft and sweet for the youths and maidens of this generation? Grammar deals with the facts and the laws of language, and language is the most important of all human institutions. Whatever interest, whatever charm attaches to the study of any historical science ought to attach to the study of language. The facts of grammar are as interesting as any other facts, and the laws of grammar are as interesting as other laws. . . . Let them learn the grammar and learn it well. It will be good for them. If the teacher has the instincts of a scholar himself, the facts of language will not seem dull or uninteresting to him; and if they do not seem so to him, he will usually contrive that they shall not seem so to his pupil." I venture to repeat here what I have already said above, that grammar cannot really be learnt unless it is widely practised in small doses and systematically in homogeneous groupings. The best way of driving it home is no doubt in connexion with a large number of examples occurring in the reading, from which we agree the teaching of grammar ought to take its start; but, if the examples are few and a great many points are to be dealt with at a time, the result will be confusion and slovenly work.

(To be continued.)

EDUCATION IN THE PERIODICAL PRESS.

Biology in Relation to Education. *Athenaeum*, April 25.

A series of three lectures by Miss Hoskyns-Abrahall at Crosby Hall. The second and third lectures are to be in following issues.

Children's Clothing, Reform of. By Theresa La Chard. *Englishwoman*, May.

Deals with the clothing of elementary-school children, &c.

Children's Courts in Hungary. The treatment of juvenile offenders.

By Douglas Pepler. *Daily News*, May 8.

Compulsory Continuation Schools. *Manchester Guardian*, April 28. Short leading article.

Educational Progress of Rural Russia. *Vestnik Evropy*, March.

Health of the Child: (2) the Child under School Age. By Christopher Addison. *Nation*, April 25. (3) The Child at School. May 9.

Deals with elementary, &c. schools.

How we Educate: the Sweating of Teachers. By L. G. Chiozza Money, M.P. *Daily News*, April 22.

If Youth but Knew. *Book Monthly*, May.

Reviews of books by Board-school children.

Incidence of Pulmonary Phthisis among Children of School Age. By Balfour Nicholson. *Medical Officer*, May 2.

King at the Leys: the Free Churches and Public Schools. By H. Wilson Harris. *Daily News*, April 29.

Latest Development in the Teaching of the Blind. *Strand Magazine*, May.

Deals with the Sunderland Museum methods of Mr. Charlton Deas.

Lesser Catechumen: a Condemnation and a Suggestion. By Sir James Yoxall. *Daily News*, May 12.

Religious teaching in schools.

London School of Oriental Studies. By F. H. Brown. *Westminster Gazette*, May 4.

London University: External Side. By Holford Knight. *Contemporary Review*, May.

Mannerless Women: a Disappearing Class. By St. John G. Ervine. *Daily Chronicle*, May 2.

Defects of former education.

National Importance of Higher Scientific Education. By Principal Griffiths. *British Review*, May.

New Ideas of Education. *Nation*, May 9.

Surveys the field.

Oriental School for London. *Daily Telegraph*, May 18.

Our Educational System: the Employment of School Children. By Egbert J. W. Jackson. *Highway*, March.

Physical and Military Training for Cadets and Undergraduates. By T. F. C. Huddleston and J. H. Colson. *Nineteenth Century*, May.

Printing Technical Schools, a few Facts about. Need for closer association between the printer and the technical classes. *British and Colonial Printer and Stationer*, April 30.

Report of the Board of Education. *Local Government Chronicle*, May 2.

Leading article.

Royal Commission on Civil Service: Examination Reform. By R. F. Cholmeley, M.A. *Daily Telegraph*, April 30.

The writer is Head Master of Owen's School, Islington.

School-day Recollections. By Jack Jaggs. *Millgate Monthly*, May.

Chiefly Christ Hospital thirty years ago.

Seeing Eye: Drawing and Technical Education. By T. R. Ablett. *Daily News*, April 28.

The writer is founder and Art Director of the Royal Drawing Society.

Sense of Humour in Children. By a Head Mistress. *Evening News*, April 29.

Shrewsbury. Out-Esued Demos and Patrician Brigands VIII. By Harold T. Wilkins. *Millgate Monthly*, May.

Technical Education and Trade Training. *British and Colonial Printer and Stationer*, April 23.

Short leading article; also long extracts from a report on "Trade and Technical Education in France and Germany."

Technical Education in Edinburgh: Printing Course. *British and Colonial Printer and Stationer*, April 30.

Training of Teachers: Report of Board of Education. *Guardian*, April 24.

Vocational Guidance and Efficiency. How boys are started aright in life. By Benjamin C. Gruenberg. *Scientific American*, April 11.

"The schools have been remiss in that they have not with sufficient alacrity adapted themselves to the changing conditions of social and economic life."

What shall we Teach the Children? *Challenge*, May 1 and following. Zurich, New University of. By G. *Nature*, April 30.

UNIVERSITIES AND SCHOOLS.

LONDON.

Sir Philip Magnus made a notable suggestion in his speech on Presentation Day (May 13). Some five years have elapsed, he pointed out, since the appointment of the Royal Commission, and during that period of suspense, the University has been unable to appeal for funds for developments urgently needed. He suggested that a Committee of the Senate should be appointed to consider, without prejudice or bias, the recommendations of the Commission with a view to deciding which of them could be adopted with or without legislation. This suggestion reflects a growing feeling that reform—to use a phrase familiar in the older Universities—must come from within.

The Principal's report for 1913-14, which was read on the same occasion, in accordance with established custom, showed a slight decrease in the total number of candidates for examinations from 12,455 in 1912-13 to 11,920 in 1913-14, the falling off being most marked in the statistics for matriculation and registration, which may probably be explained by the growing success of younger Universities in the provinces. The number of candidates for internal degrees (900) is a few less than for external degrees (907). Next year will probably show for the first time an excess in favour of the internal side. The total number of internal students is now 4,888, as compared with 4,664 last year. The list of benefactions, which is not very exhilarating reading, includes £1,000 from the late Lord Avebury, and the gift of an estate at Loughton from Mrs. Keddey Kay Fletcher, of the annual value of £275, for the endowment of post-graduate science studentships. Several benefactions have also been received by University and King's Colleges. As to the discussions concerning possible new sites for the University, Sir Henry Miers had nothing to report beyond what has already appeared in the public press; but he was able to give an assurance that the manifold activities of the University have not only been fully maintained, but have increased and developed in many directions.

The Higher Education Sub-Committee of the London County Council have presented an important report to the Education Committee on the recommendations of the Royal Commission—generally favourably to the Report—and declaring specifically that no scheme for the reorganization of the University will be satisfactory which does not provide that the Senate shall have full and effective control, both educational and financial, over the work of the University in its constituent colleges. It is proposed that existing Acts and Charters should be over-ridden, if necessary, by the decree of this all-powerful Senate. On this understanding it is regarded as essential that the Imperial College should become a constituent college of the University. Further, the Senate should not be a representative body, the Sub-Committee agreeing with the Royal Commission that experience has shown that a body made up of representatives of a number of different interests is incapable of formulating a united plan of action. Some amendments are suggested in regard to the constitution of the faculties in the direction of widening the scope of the representation of teachers. Although existing safeguards in respect of colleges are to be ignored, the admission of external students to all examinations, except in Medicine, is to be definitely assured. Under certain conditions the management of the London Day Training College is to be transferred to the University. On first reading the report appears to be full of inconsistencies. Its aim seems to be to impose on the University a type of bureaucratic control which is apparently favoured in the local educational administration of London. Nor is the pill gilded as might be expected, for the recommendations are subject to the condition that in the present financial circumstances the Council cannot undertake to incur additional expenditure on University education in London.

Prof. E. G. Coker, D.Sc., of the Finsbury Technical College, has been appointed to the University Chair of Civil and Mechanical Engineering, tenable at University College; and Dr. Frank Horton to the Chair of Physics, tenable at Royal Holloway College.

The vacancy on the Senate, due to the resignation of Dr. Senter as the representative of science graduates, has been filled by the election of M. O. Forster, D.Sc., F.R.S., the nominee of the Graduates' Association, who received 796 votes against 293 cast for his opponent, Dr. Forster Morley. Both candidates favoured the retention of the external degree. Dr. Forster declared himself strongly opposed to some of the recommendations of the Royal Commission, particularly the withdrawal from Convocation of the right to elect members of the Executive Senate, whereas Dr. Morley preferred to say nothing on these questions.

The Annual Dinner of the Graduates' Association was held at the Criterion Restaurant, on May 12, Lord Moulton presiding. A large company assembled, full of enthusiasm for the cause, enthusiasm which must have been damped somewhat by a series of dull speeches throwing no new light upon questions as to which the company had

already made up their minds. Lord Moulton was witty and emphatic as usual. His relation of an incident during his evidence before the Royal Commission was especially amusing. Anyone who reads the evidence will see that the Commissioners must have found his lordship a hard nut to crack. His opposition to the recommendations of the Royal Commission is unequivocal, and he advised graduates to use every possible influence on candidates for Parliament at the next general election. Certainly the Association, cheered by Dr. Forster's success, is in good fighting trim.

OXFORD.

We have, so far this term, had a welcome rest from contentious legislation. The Responsions Statute has been delayed, presumably in order that Council might review the financial changes made necessary by the new method of conducting the examination. With the announcement of new amendments, mostly of a drafting character, to be proposed by Council to the Senate, comes the announcement for proposed changes in the fees. It is the second proposal for raising fees we have had this term. A Statute for raising the fees of candidates in Moderations passed Convocation at the beginning of term. Protests were made against the Statute in the name of the poor man, but the Statute passed, and the process of raising fees is, on the whole, likely to continue. As things stand, the University cannot get on with less money than it already gets in fees of all kinds. Indeed, the enormous growth in recent years of Diploma and Special Courses has greatly increased the administrative and teaching expenses of the University without gaining it anything like a corresponding increase in fees. If, as the result of the Plural Voting Bill, the University franchise becomes of no value, a smaller proportion of men will take their M.A., and the University will have to make up the loss somehow. The usual argument in favour of degree fees is that they are a form of deferred payment. The argument has something in it, but a deferred payment which falls on a minority and cannot be enforced has not much to be said for it. The University, then, will be justified in raising fees for examinations and University degrees so long as this rise is accompanied by a decrease in degree fees. If this is done we may even be able to escape the disgrace of selling our M.A. degree. In the meantime the question of the expensiveness of life at Oxford has been raised in another form by the establishment of the University Co-operative Store, which I mentioned last month. In spite of a vigorously organized opposition on the part of Oxford tradesmen the Store seems to be flourishing. There is a feeling in some quarters that co-operation is all very well for the poor, but is not "for the likes of" undergraduates. The supporters of the new movement hope most for what might be done for the country if the ideal of co-operation permeated all classes of society as thoroughly as it seems to have done in Ireland. They also claim that they are doing something practical for the poor man. What hope there is of this contention proving true, it is difficult to say. It is hard to know how expenses at Oxford could really be reduced. College bursars do their best, and if some colleges are more expensive than others that is largely because some are better endowed and hence do not need to get the entire cost of their kitchen and establishment from undergraduates. The real difficulty is in running cheaply a communal life for men, some of whom are very rich and have an expensive way of living. Much of the expensiveness of our Oxford career is unnecessary and can be avoided by the man who determines to be careful and look after little things. If, therefore, the Co-operative Store does anything to inculcate a habit of carefulness and cash payments in undergraduates, it will perform a much more valuable service than it would by merely helping to keep down the prices of various articles. No doubt if the University could insist on a higher standard of work, and could keep out the idle rich (though not only the rich are idle or stupid) the problem would be easier, but the industrious rich whom no one would wish to exclude will keep up the standard of living. The common life which prevails in colleges is a precious thing and, on the whole, it seems better to hope that colleges may be able to increase their secret exhibition funds than that anything will be done which might separate the poor and the rich.

Within the last few weeks we have had a lurid example of the evil of one luxury of the rich undergraduate. Five undergraduates going in a motor for what is, in grim irony, called "a joy ride," collided at about 11 o'clock at night with three working men bicycling home about six miles from Oxford. One of the cyclists was killed, the other two were injured. The owner of the car, who was driving, admitted that he was going at twenty miles an hour. Some of the evidence pointed to a much higher speed. The Coroner's jury, after a long inquiry, released the owner with a censure. To anyone who sees motor-cars racing out from Oxford at night the wonder is that something like this has not occurred before. The Vice-Chancellor and Proctors announce that they intend to take away the licence of

any undergraduate who is condemned for excessive driving. The *Magazine* suggests that they might, in the meantime, make some money for the University by taxing motor-cars. It would be better if they considered the advisability of forbidding them altogether. The motor-car has broken down the discipline of the University. Its elaborate regulations still fall on the poor man who walks down the High at night without a cap or gown, but are eluded by the rich owners of cars. I can think of no reason why an undergraduate could be said to need a motor-car while he is in residence. There are many reasons why he should not have one.

ST. HILDA'S HALL.—The Council of St. Hilda's Hall, Oxford, has awarded the following Scholarships, tenable for three years:—An Open Scholarship of £50 per annum to Miss H. M. Leys (private work) in English. An Open Scholarship of £30 per annum to Miss Y. Barclay ("Fontainebleau," Bournemouth, and private tuition) in History. *Proxime accessit* Miss M. Towers (Richmond County School) in English. The Dorothea Beale Scholarship of £50 per annum (for pupils of the Cheltenham Ladies' College) to Miss G. V. Pocock in History.

CAMBRIDGE.

It seems a long time since I wrote—largely because an Easter Vacation, if it is a busy one, interposes a good many interests and makes time seem long in retrospect however quickly it passed. At the end of last term, when I wrote last, the vote was impending which was to decide whether we were to apply for State Aid and turn pensioners of this Government about which I hear so many things. There was a majority which thought £4,700 was too much to let go—even if it was nebulous—"the hope of the promise" of it, to use Mr. Balfour's inspiring phrase. So Cambridge is to have a subsidized Medical School, if the Government is kind; and let us hope that there will never be a government worse than the present one, and that we may never know the desperate fortunes and changes that have befallen American Universities ere now—especially in their departments of Political Science—and a Canadian University, which I know, where the sudden withdrawal of grants all but precipitated utter ruin—or that University in Australasia where the State ruled, though its rulers decided that Mr. Aldis could profitably be replaced by a cheaper Mathematician.

Some of your readers may remember how some three years ago we had to vote upon a scheme of altering fees in such a way that the cost of a man's M.A. was met or mostly met by a capitation fee paid during his undergraduate days. Another such scheme is before us. It appears that despite the rise in the number of Matriculations, the men who proceed to M.A. grow fewer. Twenty years ago some 403 (to take an average) took the degree; in the last ten years the average number fell to 376; and in the last five, to 368—a smaller and smaller percentage of those who actually take B.A. It is feared by some that, if the Plural Voting Bill become law in the shape in which it passed the House of Commons last year, it will adversely affect the numbers of those who take M.A., and with them both the graduates' capitation tax and the composition fees. How far this fear is well based, nobody can say; I should doubt if there is much in it, but there may be something, and the report on the matter suggests that it may even be disastrous. So it is proposed to raise the undergraduate fee to 35s. per term of residence up to nine terms, and to lower the B.A. fee in general (*i.e.* for Days of General Admission) to £3, and the M.A. fee also to £3. No real opposition was raised at the discussion in the Senate, and it is not now very likely that there will be any.

Your readers may have seen in the *Times*—for some of the papers did not mention it—the forlorn appearance of the Bishop of Durham in the House of Lords against the opening of Divinity Degrees. Wicked Radicals, it is possible, may have hoped he would carry the Lords with him; as it was, it was a sorry affair, which will be long regretted by the Bishop's friends. His whole course in this matter has been peculiar. When Durham University voted to open the degrees, the Bishop came in as Visitor and vetoed it on the ground that in such a matter Oxford and Cambridge should lead. Cambridge did lead, and the Bishop appears in the House of Lords to stop it. It does not look very pleasant to the lay mind, and it is an easy, though unwelcome, guess that the Bishop has been made a cat's-paw by the same opposition which forced two votes upon us when one was decisive. Rumour says that the next move is to be a proposal to abolish the D.D. altogether. I do not know what authority there is for this. In any case, it is understood, the Syndicate appointed a year ago to revise the Ordinances for the Divinity Degrees—it

(Continued on page 412.)

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HOLIDAY COURSES.

Particulars of the following will be found on pages 379, 380, 381, and 382:—

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Boulogne-sur-Mer, French (July and August).
 Scarborough }
 Falmouth } Handwork (July 27 to August 22).
 Great Yarmouth }
 Rouen, French (July 3 to August 29).
 Paris, French, International Guild (July-September).
 Kaiserslautern, German and French (July 15 to September 11).
 Honfleur, French }
 Lübeck, German } Modern Languages, The Teachers' Guild
 Santander, Spanish } Courses (August).
 Letchworth, English }
 Bingley, General, arranged by West Riding Educ. Com. (August).
 Toulouse, French (July 26 to September 6).
 Caen (Normandy), French (July and August).

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Oxford, Education, Oxford University Delegacy (August 4-31).
 Barry, Handwork &c., Glamorgan County Council (August 4-29).
 Stratford-on-Avon, Elocution &c., Miss Laura Smithson.
 Silkeborg, Swedish Gymnastics, Danish Board of Education (July 30 to August 26).
 Hereford, Music, Mrs. Curwen's Course (August 1-15).
 Erdington, Physical Training, &c. (July 28 to August 11).
 Brighton, Manual Training, Montessori Methods, &c. (July 27 to August 22).

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Norham Hall, Oxford [English for Foreign Women Students].
 Hellerau, Eurhythmics for English-speaking students (August 3-29).
 Aberystwyth, General (August).
 Rennes, French for English students (August).
 Caen (Normandy), French for London B.A. (July and August).
 Trouville (Normandy), French (June 15 to September 15).
 Havre, French (August).
 Versailles, French (July 27 to August 24).
 Saint-Servan (Brittany), French (August).
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Bayeux (Normandy), French (August).
 Stratford-on-Avon, Folk-Song and Dance (August 1-29).
 Folkestone, Handwork, Kent County Council (August 24 to Sept 19).
 Kent, Sketching, Miss van der Pant (August).

is the King who has the last word on Statutes—are very nearly ready with their report, at which they have been steadily at work all the winter.

The group who wanted to exact military efficiency of every man who aspired to B.A., are still at work. Their political sapience was indicated by their innocent idea that railway companies insist on military training as a qualification for promotion among their employes. However, they have gone on collecting names, and now boast 1,700 odd—which they have not so far seen fit to print. They did their best with a selection, which (like patent medicine proprietors who get a testimonial from a "Master of Arts") they improved by printing "Doctor" at full length in front of a number of names. There were erratic men of genius among the lists, a small number of distinguished non-residents, and the rest were naught. What the 1,700 will be like one cannot guess. A counter list is issued of those who, without expressing any opinion on the larger question of the State exacting compulsory service, deprecate the University trying to do any such thing; and it contains out and away an overwhelming proportion of the real leaders in thought, research, and government in this place—residents too. Cambridge, by the way, has been invited by one of the promoters of this scheme to protest against "the pogrom Home Rule Bill" by a tremendous meeting on Parker's Piece. It was held, but the University in general was too busy to go. It was a little affair, but again an indication of how the academic mind can muddle politics. What is a pogrom, and what has it to do here? Meantime "Doctor" R. Kipling, Hon. LL.D. Cambridge, has delivered what is left of his soul on the matter. The want of balance just now in educated opinion is really very remarkable.

Amongst other things in the *Times* of late, we have been told a good deal about the undergraduate mind, how empty it is of everything but athletics, and how the gap ought to be filled by the intellectual stimulus of being drilled by a colonel. At the risk of annoying any schoolmaster who may dip into your columns, I venture to think they don't really know very much of what the undergraduate is doing. In Mr. Eden Phillpott's amusing book "From the Angle of Seventeen," the boy, after a year in London, remarks how curiously his headmaster seems to have shrunk. I think it happens here. (I daresay, after they go down for a while, they may have the same feeling

about the dons.) But, really, athletics are not the one and only theme. Now and then I have tried to tell your readers what a lot of things go on here—and I doubt if I have mentioned athletics. When one realizes the activities of the Heretics, the Fabians, and the *University Magazine*, one is surprised to be told by non-residents that our men talk only athletics—well, perhaps, they do to you, but we find other topics here, and plenty of them. Just now the Bishop of Zanzibar has been here, and though I gather he has not been talking about athletics, there has been no lack of audience for him.

The death of Mr. Aldis Wright removes a great figure of the past.

For the last year or two he was hardly seen by Cambridge, but for long he was a familiar sight—well-groomed, and with precision written in every line of garb and feature. His work as an English scholar needs no mention here. It is worth remembering that he was one of the first three Dissenters to be admitted to a degree in this University—Judge Bompas and Mr. W. H. F. Johnson, the Cambridge schoolmaster, were the other two. Mr. Wright had a long life, and just as it ends the last of the closed degrees are being thrown open.

WALES.

The extra collegiate meeting of the University of Wales was held at Monmouth on May 15. Lord Kenyon was re-elected Senior Deputy Chancellor, and Dr. Lynn Thomas, C.B., as Junior Deputy Chancellor. A great deal of the time of the Court was unavoidably taken up with elections to the different Committees, and consideration of the reports of the Executive Committee and the Senate. These were mainly of a highly technical character and of little public interest. There was, however, one document submitted to the Court by the Senior Deputy Chancellor which deserves special attention as it contains a most interesting and effective summary of the work of the University during the last five years. The evidence of progress compressed into this comparatively short pamphlet must produce a very deep impression on the public mind, and, incidentally, it will serve as a crushing reply to those critics who have recently been airing their opinions about our national colleges and the University. For the mass of information which this statement contains supplies the

(Continued on page 414.)

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| April 1914. | GREEK. By Professor GILBERT MURRAY. |
| May 1914. | FRENCH. By CLOUDESLEY BRERETON. |
| June 1914. | THE REFORMED METHOD: Against. By OTTO SIEPMANN |

The following other subjects will be treated in the course of the year:—

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| ENGLISH LITERATURE AND LANGUAGE.
By Miss LILIAN FAITHFULL. | THE REFORMED METHOD: For. |
| ENGLISH COMPOSITION. | GERMAN. By Professor SCHÜDDEKOPF. |
| LATIN. By Professor CAMPAGNAC. | MODERN LANGUAGES u. CLASSICS.
By THE EDITOR. |

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most convincing proof that the University is admirably fulfilling its functions and that no reconstruction of its Charter is desirable or necessary. Unfortunately, most Welsh institutions seem destined to suffer from a great deal of uninformed and unintelligent criticism. This is, of course, conspicuously unfair, and it is often difficult to understand the motives which prompted it. Is it too much to hope that in future the critics will take the trouble to make themselves acquainted with the most elementary facts about the work of the University? So far, there has been no evidence that they are in the least degree cognizant of the enormous progress it has been making in many directions. We would specially recommend Mr. E. T. John, M.P., for example, to study carefully the paragraphs dealing with the influence of the University on modern Welsh thought, so that he may realize more adequately than he seems to do the extent of the work which has been accomplished in promoting the study of our language, literature, and history. We believe that we should hear less about "alien" professors or the anti-national tendencies of the colleges.

As Principal Roberts stated in his eloquent address before the Court, the progress of the University during the last five years, as outlined in this statement, is so remarkable that every Welshman must experience a feeling of genuine pride in its achievements.

Dealing with what is regarded as the first function of a National University, like the University of Wales—the imparting of knowledge and the encouragement of research—the statement gives some striking statistics. The number of graduates in Arts and Science in the five years 1909-13 were as follows:—889 took the B.A. degree, of whom 529 were in Honours; and 295 the B.Sc. degree, of whom 114 were Honours students. The number of students at the present time in the three colleges is 1,400. The more important question (as affording a truer test of the vigour and vitality of a University) is the encouragement of research and the extent to which it is pursued. The change during the last quinquennial period as compared with the preceding has been most marked in this respect, and has been largely due to the additional grant which the Treasury gave to the University for Fellowships and post-graduate Studentships. Since 1909 twenty graduates have been working as Fellows in different branches of research, and thirty-five graduates within the same period have held post-graduate Fellowships, and we have it on the highest authority that the work in many cases is of astonishing merit. And not only is research actively pursued for the purpose of

the degrees of the University, but in individual colleges original papers of great value have been published. For instance, in Cardiff College seventy-five original papers were published by members of the staff and graduate students in the years 1910-13.

A considerable portion of the report deals with the work of the University in advancing the intellectual interests of Wales, its national language and history. Special sections are also devoted to the work of the different colleges with regard to agriculture, engineering, mining, and law. The success of the Medical School at Cardiff is particularly marked, and it is claimed that no other medical school can show such a distinguished record, for which the credit must be largely ascribed to Prof. D. Hepburn, the Dean of the Medical Faculty. 135 students have obtained medical qualifications at London University and elsewhere. 29 gold medals and distinctions have been won in open competition at the University of London and 36 entrance scholarships into the London Hospitals have been won by Cardiff students.

So far, the work of the University has been carried on with very inadequate means, but it is hoped that as the result of the report of the Advisory Committee larger grants will be forthcoming, so that the University may be able to offer additional incentives to the continuous pursuit of knowledge, and to aim at those particular forms of mental activity which are most in harmony with the genius and interests of Wales.

The half-yearly meeting was held at Chester, under the presidency of Mr. Rhys Morgan, M.A., of Pontypridd. A very interesting report on County Exhibitions was submitted by Mr. A. Lyon, M.A., in which he showed the great disparity which exists between the facilities provided by the different counties in the matter of leaving scholarships. On the one hand, for instance, Glamorgan and Swansea devoted 39 per cent. of a penny rate to this purpose, while at the other end of the scale Carmarthenshire and Denbighshire gave only 6 per cent. An equal disparity also exists between the number of pupils in the schools and the number of exhibitions offered, so that it therefore appears that the chances of a boy or a girl having a University career depends less on his aptitude than on the particular county in which he lives; and the unavoidable conclusion seems to be that leaving such matters to Local Authorities produces a state of things which is absurd, not to say chaotic. The whole question

(Continued on page 416.)

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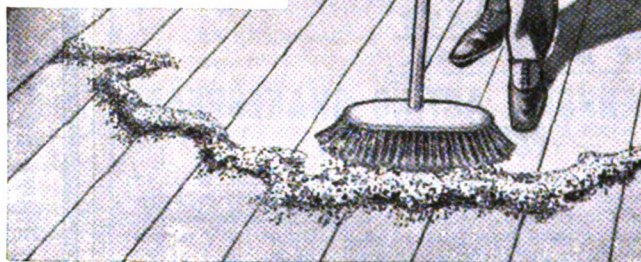
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points to the necessity of the Board of Education exercising a closer controlling authority in connexion with all educational grants.

The draft report of the Sub-Committee of the Carnarvonshire Education Authority was discussed at the County Schools Association, where Mr. J. Rhys Evans, M.A., uttered a vigorous protest against the policy

of dividing the intermediate schools into two grades—one in which higher work is to be permitted and the other in which post-senior courses are to be debarred. He pointed out that the proposal, if adopted, would seriously cripple the already embarrassed finances of the non-selected schools; but the main objection to the policy was from an educational standpoint. To deplete the schools of the more advanced pupils would inevitably result in lowering the efficiency of the schools as a whole and remove from the staff that inspiration to good work which is such a valuable asset in a secondary school. The Association was in complete sympathy with him, and ultimately resolved "that this Association strongly disapproves of the recommendations now before the Carnarvonshire Education Authority that the liberty of some of the county schools to offer post-senior courses should be interfered with." We understand that it is unlikely that the Board of Education will sanction the imposition of any limitations of this character on the work of the schools.

The campaign to raise £15,000 for the National Library of Wales Building Fund has almost achieved its purpose, and the Treasury will shortly be asked to fulfil its promise to provide £1 for every £1 contributed

up to a sum of £50,000. The support which the Library has obtained from the miners and workmen of all grades of South Wales and Monmouthshire proves that the Welshman has not lost his enthusiasm and zeal for educational progress, and the Council of the Library are recognizing this, by evolving a thoroughly democratic conception of the functions of a National Library. The library, for example, is placing boxes of books on industrial history, economics, and sociology at the disposal of all the tutorial classes in Wales.

The Central Welsh Board proposes to hold a special meeting to discuss certain questions of rearrangement of the duties of its chief officers. It has also resolved to apply to the Board of Education for powers to establish a superannuation fund for its officers, to pay the travelling expenses of a standing Consultative Committee to report to the Board and to the Executive Committee on educational ques-

tions referred to them from time to time, and to enlarge the membership of the Executive Committee. The revised scheme of examinations, in which the Higher and Honours Certificate Examination will be combined, will not become operative till the year 1916. There are only minor alterations suggested in the examination schedules for the year 1915.

This sixth annual meeting was held at Llandrindod Wells, on May 7. Mr. T. W. Berry, the Director of Education for the Rhondda district, read an important paper on "The Departmental Committee's Report as affecting Education Finance." The report, which was called into existence with a view of devising a more equitable system of distributing grants from the National Exchequer towards the cost of education, offered no relief under the serious item of repayment of loans, and, though it aimed at giving assistance to the most heavily pressed, it left immense discrepancies from the amount to be raised in local taxation. The scheme left places like Barry, Pontypridd, and Ebbw Vale worse off than at present. The report was discussed at length, and the Federation urged the Government to adopt a much bolder scheme of differentiation in favour of poor Authorities than is recommended in the Kempe Report.

SCOTLAND.

There have been negotiations between the University Court and the Carnegie Dunfermline Trust as to the possibility of an arrangement by which instruction given at the Dunfermline School of Music, combined with a course of lectures at St. Andrews University, might lead to a degree in music. The Carnegie Trustees, however, have announced that they are precluded from considering the proposal, in so far as it involves pecuniary aid in endowing a chair of music, which is beyond the scope of the Trust.

The General Council, at its spring meeting, discussed the proposed regulation for the M.A. degree, that "Scottish history and literature for graduation purposes must be preceded or accompanied by a course in history." An amendment was moved, that the words "or accompanied by" should be deleted; but the regulation was approved by

(Continued on page 418.)

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a large majority. The regulation is a compromise between the view of the extreme "patriots," who think that Scottish history can be studied without reference to any other history, and the view of those who would make a prior study of general history indispensable. The Council also considered the question of a degree in education and approved the report of a Committee to the effect that it was undesirable to institute an Honours group in Education for the M.A. degree, but that there should be a Doctorate in Education, on similar lines to the Doctorates of Philosophy and of Letters—*i.e.* a post-graduate degree, given as the result of original investigation or research. The University Court has received this report and transmitted it to the Senate for its opinion. Among those who are to receive honorary degrees at the Commemoration on June 23 are the following:—D.D.—Mr. James Rendel Harris, Litt.D., and the Dean of Westminster. LL.D.—Emeritus Professor Archibald Barr; Mr. H. Julius Eggeling, Professor of Sanskrit at the University of Edinburgh since 1875; Colonel Sir William B. Leishman, F.R.S.; Mr. Louis C. Purser, Litt.D., Public Orator and Junior Bursar, Trinity College, Dublin; Sir Ernest Shackleton, C.V.O.; and Mr. D. M. Stevenson, Lord Provost of Glasgow. Mr. Balfour's second course of Gifford Lectures has, at his request, been postponed until 1915-16. Mr. Bonar Law, a former student of the University, has been chosen as Unionist candidate for the Lord Rectorship. A memorial window has been placed in the Bute Hall in memory of Miss Janet A. Gallo-way, LL.D., who was honorary secretary of Queen Margaret College from 1883 to 1909, and who did most valuable work in promoting the University education of women. The window, which is the work of Mr. Douglas Strachan, represents "the pursuit of ideal education." Mrs. Ross has given to the University a portrait of her husband, the late Dr. Ross, who was the first Lecturer in Education at the University. The portrait will be placed in the Education classroom.

The Ordinance instituting in the University a degree of B.Sc. in Forestry has received final approval. The University Court has resolved to institute a lectureship in Public Health, with a salary of £400

Aberdeen.

a year. It is proposed to institute a joint lectureship in Palæography in the Universities of St. Andrews, Glasgow, and Aberdeen, the lecturer to give courses in his subject in each of the Universities at different periods of the year. Edinburgh University has already sufficient provision for teaching the subject. Prof. W. R. Sorley, of Cambridge University, is delivering his first course of Gifford Lectures on "The Idea of Value." The Unionist candidate for the Lord Rectorship is Mr. F. E. Smith, and the Liberal candidate is Mr. Winston Churchill.

Prof. Niecks, who has held the Reid Chair of Music since 1891, has been granted permission to retire at the end of the present academic year. Through his historical concerts and in many other ways he has

Edinburgh.

had a valuable influence on musical education in Edinburgh. Sir Charles H. Read, P.S.A., Keeper of British and Medieval Antiquities in the British Museum, has been appointed Munro Lecturer in Archaeology for 1915. Mr. William Gordon, B.Sc., has been appointed Lecturer in Forest Engineering. The regulations for a diploma in education have been considered and approved by the Senatus and the General Council. They are on similar lines to those of the diploma which has for many years been given at Glasgow University. The regulations for the Entrance Bursary Examination have also been revised. The bursary papers will in future, as in Glasgow and Aberdeen, be dissociated from those of the Preliminary Examination, and the examination will take place before the summer vacation. History and science are now included among the subjects of the examination. Sir Edward Carson is to be the Unionist candidate for the Lord Rectorship. The late Mr. William Dawson, of Gairloch, has bequeathed to the University capital for the foundation of four bursaries in various branches of engineering and in agriculture. The bursaries will each be of the annual value of £30 and will be tenable for three years. The late Rev. George McGuffie has bequeathed £2,000 for the foundation of a bursary. As the lease of the Women Students' Union is about to expire, funds are being raised for the purpose of building a larger and more convenient house.

The annual report of the Education Department on Education in Scotland records continued progress in meeting the new conditions created by the Act of 1908. There has been a further decrease in the numbers on the school registers, coincident with the fall in

the birth-rate and the increase in emigration. Of the total number of children of statutory school age (five to fourteen) 95.69 per cent. were on the registers of the various State-aided and other schools, as compared with 96.23 per cent. in the previous year. The good results of medical inspection have appeared in "the more ready appreciation by School Authorities of shortcomings in the premises

(Continued on page 420)

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The complete book, 4s. 6d. Part I (Simple and Compound Rules, Decimals, Vulgar Fractions, Ratio Methods and their Application), 2s. 6d. Part II (Logarithms, Mensuration, Commercial Arithmetic:—Construction and Use of Tables, Profit and Loss, Simple and Compound Interest, Stocks), 2s. 6d. Examples only:—Parts I and II. 3s. 6d.; Part I, 2s.; Part II, 2s.

Introduction to the Infinitesimal Calculus. With applications to Mechanics and Physics. By G. W. CAUNT. 12s.

A New Geometry in accordance with the Recommendations of Board of Education Circular 711.

Introduction to Geometry. (Stages I and II). By E. O. TAYLOR. 1s. 6d.

Elementary Geometry, Theoretical and Practical. (Stage III.) By W. E. PATERSON and E. O. TAYLOR. Vol. I: Triangles and Quadrilaterals. 1s. 8d. Vol. II: Circle and Similar Figures, *in preparation.*

London: HUMPHREY MILFORD, Oxford University Press, Amen Corner, E.C.

under their charge in regard to such ordinary matters as the ventilation, lighting, heating, and cleaning of classrooms, the pattern of the desks," and the sanitary arrangements. Managers are also coming to realize more fully "the culpable folly of neglecting to make any arrangements for the midday meal of children who live too far from school to go home for dinner." As regards medical treatment there is, of course, a great variety of method. The majority of School Boards concentrate their attention on some special class or classes of defects—e.g. of the eyes or teeth. In the larger towns and cities school clinics are established, and many of the lesser School Boards have made arrangements with the local hospital or dispensary. As to continuation classes, only eighteen School Boards have adopted by-laws making attendance compulsory. The report urges a considerable extension of this movement. So far as it has been tried, it has stood the test well in a great variety of districts, from the island of Lewis to the city of Glasgow. At Peebles and Langholm there is an "admirable arrangement" by which the School Boards and the local employers have agreed that the young people should be released from their employment at 4.30 p.m. and thus enabled to have their instruction over by 7. Of the 20,592 teachers of all grades in schools under the Code, 91 per cent. were certificated teachers, and of these 73 per cent. were trained certificated teachers, the remainder having passed the Certificate Examination. The number of uncertificated assistant teachers has dwindled to 646, of whom only 291 will continue to be recognized in service after 1914. In 1913, 1361 new certificated teachers were admitted, and the Department is of opinion that "while the outlook appears to be generally satisfactory, it does not appear that any steps could safely be taken for reducing the present output of teachers."

The report of Dr. Cruickshank, Medical Officer to the Education Department, shows that great progress has been made in the organization of medical inspection in the schools. In all except six counties the medical officer of health for the county either acts as supervising officer and receives the necessary assistance for the work of school medical inspection, or, as in the smaller counties, fulfils the double function of medical officer of health and school medical inspector. The most important evils that have to be dealt with are malnutrition and want of cleanliness. Malnutrition is generally attributed not to deliberate neglect, but to ignorance, and there is general condemnation of the substitution of tea and bread and jam for the porridge and milk

breakfast. "In no district is the standard of cleanliness so high that there is the least cause for self-congratulation. Rather in every district it is such as to engender a deep sense of shame." A gradual improvement is, however, being effected, and the improvement is greatest in those districts where School Boards are most fully alive to their responsibilities.

IRELAND.

Attention was called to the financial prospects of Irish education under the Home Rule Bill in the debate in the House of Commons, on May 20, when Mr. Clancy urged the claims of Ireland to the "equivalent grant," and pointed out that the reason given for withholding it—namely, that no contribution was made towards Irish education from the rates—was misleading, inasmuch as Ireland contributed voluntarily a sum little short of £150,000 to education.

The questions of medical inspection of schools and meals for necessitous school children have not been allowed to drop into oblivion. A public meeting was convened in support of the former project by the Irishwomen's Reform League, in the Mansion House on May 6, when the chair was occupied by Mr. Wm. O'Brien (President of the Dublin Trades Council), and Mr. Shea (Registrar of the Dental Hospital). Dr. Boyd Barrett, Dr. Euphan Maxwell, Dr. Ella Webb, and Father Browne, S.J., spoke on various aspects of the question. The necessity of feeding school children came within the scope of the discussion. It is to be hoped that the Bill now under progress will do something to solve this difficulty. At a recent session of the Children's Street Trading Court, which is held every fortnight to deal with juvenile offences, the presiding magistrate, who had above fifty summonses before him, mostly against children for failing to produce certificates of school attendance, said that he thought it something of a mockery to invite hungry children to sit all day in school in a state of semi-starvation; if the law compelled children to attend school it should also make some provision to secure their being fed.

The Féis Ceoil held its annual competitions in the Ancient Concert Rooms in Dublin during the week May 4-9. The entries this year numbered 585, above the average, in all branches of music—vocal (English and Irish), instrumental, choral, and orchestral. Two competitions were held for the first time: a contest between church

(Continued on page 422.)

These School and Teachers' Advertisements are continued from page 382.

ART MISTRESS.—Miss LUCY MADELEY has vacancy for Visiting Engagement in or near London. Exhibitor Royal Academy, Paris Salon. Experienced teacher. Art Class Teacher's and many other South Kensington certificates. Ablett Teacher-Artist certificate for teaching in schools (honours). Address—88 Vauxhall Bridge Road, S.W.

GEOGRAPHY.—Fellow of the Royal Geographical Society, experienced in teaching the subject in Girls' High Schools, COACHES for Examinations or visits Schools in or near London for Lectures and Classes. Address—No. 9, 782.*

TYPEWRITING.

MISS E. M. BERGMAN (late Public School Mistress, L.L.A. Certificate). Literary, Scientific, general work, French, German, Latin copying. From 10d. per 1000 words. TESTIMONIALS, EXAMINATION PAPERS. Circulars from 1d. Hektographing undertaken. Confidential, accurate work. Address—15 Brightland Road, Eastbourne.

CONNEXIONS. HOW TO INCREASE.—See PATON'S advertisements on pages 414 and 451

OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1889 are out of print. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are out of print.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a *lance* stamp to cover postage on to advertiser. Post Cards will NOT be sent on

X Transfers and Partnerships are on pages 403, 422, 425, and 426; other School and Teachers' Advertisements are continued on pages 422, 423, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, and 435. X

BOOKS FOR SALE. — 17 Hall

Knight: Elementary Algebra, 1s. 9d.
6 Farmer: Botany, 1s. 6d.
6 Jones: Heat, Light, and Sound, 1s. 3d.
9 Witton: Compendium, 9d.
9 Carroll: Practical Geometry, 6d.
15 Pendlebury: Examples in Arithmetic, 4d.
20 Hall Knight: Algebra for Beginners, 4d.
20 Ora Maritima, 6d.
JOHN DAVIS (Successor to THOMAS LAURIE),
13 Paternoster Row, London.

FOR SALE.—

Laurie's "Teacher's Encyclopædia,"
7 vols., 1912.
New Sets for 35s.
"Educational Review," New York, Nos. 121
to 230.
New Copies for £6 10s.
JOHN DAVIS, 13 PATERNOSTER ROW, LONDON.

Second-hand.

EDUCATIONAL BOOKS FOR

SALE. Net Prices.—40 Longman's Illustrated First Latin Reading Book and Grammar, 6d.; 12 Pendlebury—Examples in Arithmetic (1903), 1s.; 9 Witton—Compendium Latinum, 1s.; 6 Robinson—Illustrated History of England, Period I., 1s.; 4 Longman's School Geography (1903), 1s. 9d.; 17 Hall and Knight's Elementary Algebra, 1s. 9d.; 6 Farmer's Botany, 1s. 6d.; 6 Jones' Heat, Light and Sound, 1s. 3d.; 3 Borchardt—New Trig. for Beginners, Part I., 1s. 3d.; 4 Herbertson's Junior Geography, 1s.; 5 Scott and Jones—A First Latin Course, 1s.—JOHN DAVIS, 13 Paternoster Row, London.

Coaching,

Lessons by Correspondence, &c.

MISS A. F. TAYLER gives LESSONS, orally or by correspondence, for Cambridge Higher Local, University Scholarships, London University Arts, or other Examinations. Many years' successful experience in similar work. Subjects:—English Literature, Early English, History, French, Logic, History of Education.—25 St. Augustine's Road, Camden Square, N.W.

CORRESPONDENCE LESSONS.

MISS A. W. GREGORY, L.L.A., Coaches orally and by correspondence in History and Literature, Early English, French, and German for the Matriculation, Cambridge and Oxford Higher Locals, and other University Examinations. School Examinations undertaken.—3 Ickburgh Road, Upper Clapton, N.E.

Books Wanted.

"MODERN Language Teaching" for 1913, "School World" volumes 3 and 6, and parcels of parts by JOHN DAVIS, 13 Paternoster Row, London.

THE JOURNAL OF EDUCATION, 1879, 1880, 1881; "The Teacher," 1879, 1880; "Manual Training," Vols. 1-9, and parcels of "Child Study" parts.—JOHN DAVIS, 13 Paternoster Row, E.C.

SCHOOL PRIZES

Unrivalled Stock of handsomely bound Books, in

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Quality and Finish guaranteed.

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JAMES GALT & CO., Ltd.,

Educational Booksellers and Stationers,

27 JOHN DALTON STREET, MANCHESTER.

Established 1836.

choirs, and another between mixed choirs for the Culwick Memorial Cup, given in memory of the late Dr. James Culwick, to whom Dublin music owes so much. The prize was carried off by a choir in Belfast. The proceedings concluded with a most enjoyable prize-winners' concert on the evening of May 9.

The Margaret Stokes Memorial Lectures were delivered this month at Alexandra College, by Prof. R. A. Stewart Macalister, of the National University, who is doing much to arouse an interest in Irish antiquities. The lectures, held on May 6, 12, and 20, dealt respectively with "Tara, its Site and History," "Cormac mac Airl," and "Maelsechlainn the Great (the predecessor of Brian Boroma)," and attracted large audiences. An expedition to Tara, to be personally conducted by Prof. Macalister, is to form a fitting sequel to the lectures.

The Alexandra College Guild held its annual Conference on May 16, and, as usual, numbers of Old Alexandrians mustered from all parts of the county. The morning session, presided over by Miss White, LL.D., the President, was devoted to business, reports of the various Guild activities, &c., after which papers were read on "Care Committees," by Miss Anita McCarthy, Secretary of the Central Care Committee of the Women's National Health Association; "Ambulance Work and Voluntary Aid," by Dr. J. Lumsden; "Allotment Gardens," by Mr. C. W. Black, of Belfast; and "Women and Social Service," by Miss Anderson, H.M. Principal Lady Inspector of Factories, London. In the afternoon the chair was taken by Lady Talbot de Malahide, and addresses were given on "Family Life on £1 a Week," by Mrs. Pember Reeves, and "Some Modern Novelists as Thinkers," by Mrs. Basil de Selincourt.

THE ASSOCIATED BOARD OF THE ROYAL ACADEMY OF MUSIC AND ROYAL COLLEGE OF MUSIC.—The following awards have been made in the Advanced and Intermediate Grades of the Local Centre Examinations in March-April last, the competition being open to all candidates in the British Isles:—Advanced Grade Gold Medal: Miss Dora Grossé, Chester, Pianoforte, 142 marks. Advanced Grade Silver Medal: Miss Dorothy Chalmers, Aberdeen, Violin, 141 marks. Intermediate Grade Gold Medal: Miss Eileen W. L. Gerwin, Weston-super-Mare, Pianoforte, 142 marks. Intermediate Grade Silver Medal: Miss Ena L. Maley, Douglas (Isle of Man), Singing, 136 marks.

MR. BALFOUR AND THE ENGLISH ASSOCIATION.

IT must be owned that the English Association is ably engineered. Whenever it has a function, names that loom large on the social, political, and literary horizon are associated with it, and much kudos is annually added to its rapidly increasing store. Already Lord Morley, Dr. H. M. Butler, and Mr. Balfour have been its Presidents. To its dinners throng poets, dramatists, *literati*, like Mr. Henry Newbolt, Mr. Granville Barker, Sir Sidney Lee, Sir Sidney Colvin, Mrs. Flora Annie Steele, and a mighty host of professors and educationists of both sexes, far too numerous for anything but an educational directory. And then the columns in the *Times* and other papers; surely the *Morning Post* with its four solid columns romped in an easy first in heaping honours on the Association's head and incidentally on Mr. Balfour's. Bedford Hall, in the new College in Regent's Park, was crowded to listen to an interesting if somewhat academic address. Mr. Balfour contrasted the advantages of poetry over prose as a vehicle of ideas. His recent reading of Prof. Verrall's lecture on Dryden's "The Hind and the Panther" had suggested his subject. It is a political pamphlet, intended to prove the superiority of the Church of Rome over Protestantism; the poet, himself an admirable prose writer, deliberately chose verse, using it, as Mr. Balfour wittily remarked, as a kind of aromatic spice to embalm the mummies of an argument in which we of to-day are little interested. He alluded to the difficulty we experience in defining the pleasure obtainable from poetry; to some extent it is unaccountable, just as is our pleasure in melody. Ornament and decoration are encouraged as poetic enrichment; poetry has as its attribute concentration and intensity, to a degree far greater than prose. Paradox, epigram, and reticence are common to both as aids to effect. Some writers, of whom Richardson may be taken as an example, show very little concentration. Another great stylist, Jane Austen, produced her effects by innumerable minute touches. Mr. Balfour had much that was interesting to say on Browning's "telegraphic" style, in which the reader has often to supply words unexpressed, and, above all, to supply the necessary links of association in order to make the meaning intelligible. When the lecturer alluded to his detestation of examinations, much amusement was caused by the

(Continued on page 424.)

These School and Teachers' Advertisements are continued from page 420.

Nucleus Wanted.

WANTED, NUCLEUS of GIRLS good-class DAY AND BOARDING SCHOOL. Income about £400 p.a. Midlands or Southern Counties. No Agents. Address—No. 9,775.*

Opening for Hostel Desired.

GENTLEWOMAN, with school and housekeeping experience (a good cook), wishes to hear from Head Mistress who requires a **HOTEL for GIRLS or MISTRESSES** to be opened. Address—No. 9,777.*

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SIX-ROOMED HOUSE TO LET. Excellent position: beautiful country. Cooking gas range: water laid on. Terms moderate.—Miss JOHNSON, 3 Taylor's Hill, Hitchin, Herts.

Sale or Transfer.

GOOD old-established high-class and very successful **GIRLS' SCHOOL**, North of Yorkshire, to sell. Gross income for more than 20 years, £2,000 to £2,500 per annum. Number of pupils, over 70 day pupils, about 10 boarders. Exceptionally good opportunity. All particulars given. Address—No. 9,775.*

ATTRACTIVE opening for young Principal, highly qualified, in School for Gentlemen's Daughters, now for Sale. Near London. Modern equipment. High standard of education. Address—No. 9,800.*

SOUTH OF ENGLAND.—**GIRLS' SCHOOL** (established 23 years) for disposal owing to forthcoming marriage of Principal. 34 day pupils; 15 boarders. Evangelical connexion. Goodwill, capitation fees. Chance.—**HOOPER'S**, 13 Regent Street, London. Many excellent scholastic connexions for transfer. No charge to Purchasers. Expert advice free. Established 1881.

Chance of a Lifetime!

FLOURISHING GIRLS' SCHOOL, with **BOYS' PREPARATORY**, for Sale. London Suburb. Suit ladies, or lady and gentleman. Splendid record. Predecessor made enough to retire.—1,745, **HOOPER'S**, Educational Agents, 13 Regent Street, London. No charge to Purchasers. Established 1881.

Patent Rights for Sale.

THE Proprietor of Patent No. 20230 of 1910, and 27740 of 1911, for "Improved means for displaying pictures and the like," is desirous of disposing of the Patent Rights, or of negotiating for the grant of licences to work thereunder. For particulars apply to G. F. REDFERN & Co., Chartered Patent Agents, 15 South Street, Finsbury, London, E.C.

TOO LATE FOR CLASSIFICATION

THE GIRLS' COLLEGIATE SCHOOL, LEICESTER.—Wanted, in September, **SENIOR KINDERGARTEN MISTRESS** (Resident) to take charge of large Kindergarten Department, and train Students for N.F.C. Higher Certificate. Must be highly qualified and experienced.—Apply **PRINCIPAL**.

WANTED, in September, **SENIOR FRENCH MISTRESS** (English woman preferred). Must be good organizer and disciplinarian, and be qualified to prepare for Higher Examinations. Good salary. Apply fully to—**HEAD MISTRESS, Harrogate College.**

STUDENT MISTRESS required. Wishing to prepare for the London or Birmingham Matriculation, and willing to help Head Mistress with corrections. Premium for board £7. 7s. a term.—**SECRETARY, Edgbaston College, Bristol Road, Birmingham.**

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MOTHERS, NURSES, TEACHERS,
STUDENTS, AND OLDER SCHOLARSBy
WILENA HITOHING
Organiser of Home Management and
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SIR JAMES CRICHTON-BROWNEIllustrated with 26 Diagrams, 40
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136 pages.

The book presents the ordinary modern school course in Plane Geometry. The introductory work on Concepts and Definitions, and the section at the end of Book I on Constructions, use of squared paper, heights and distances, field work, and on parallels in Geography and Astronomy, together make up an experimental and intuitional course, intended either to precede the theoretical course or to accompany it.

The difficulties of the learner are kept in view throughout.

The book suggests two changes:

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Entirely New Edition.

536 pages. 3/6

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The Educational News says: "The new volume will take its place as the best school and college treatment of a very wide subject. This is a volume that no teacher can afford to be without, since it focusses for him the present-day conditions of commercial development over the globe."

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Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

EXPERIENCED FRENCH MISTRESS, PARISIENNE. Brevet supérieur (Paris); Certificat d'aptitudes pédagogiques; quatre années en Angleterre. Préparation aux examens; enseignement complet de la langue française, littérature, diction. Hautes références en Angleterre et à Paris. Requires engagement in September as Senior Mistress in good school. Address—No. 9,802.*

ART MISTRESS (Certificate of South Kensington) desires non-resident Post. Special subjects: Design, Painting (oil and water-colour), Modelling (from life), Art Needlework. Six years' experience in preparing pupils for South Kensington and Royal Drawing Society's (Ablett system) Examinations. Last post three years, High School, near London. Address—No. 9,790.*

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

FOR "DUSMO" advertisement see page 415. This assistant is wanted in all Schools.

REQUIRED, after August, Post as HOUSE MISTRESS or LADY MATRON. Thoroughly experienced. Competent to undertake Secretarial Work. Address—No. 9,779.*

ART MISTRESS.—South Kensington Certificate, Ablett System, with good London experience in Secondary Schools. Desires engagement in the country. Non-res. Address—No. 9,780.*

JEUNE Français de famille honorable, nombreux recommandations de pasteurs, accepterait préceptorat auprès d'un jeune anglais.—No. 9,781.*

ART MISTRESS requires non-resident visiting appointments in September. Art Class Teacher's and Ablett certificates. Experienced, good testimonials. Address—No. 9,783.*

THOROUGHLY experienced ENGLISH MISTRESS desires post in September. Senior Assistantship in Dual School preferred. Good English, French, Games. Address—No. 9,786.*

LADY requires position as **MATRON HOUSEKEEPER.** 5 years' experience. With or without daughter 13. Has good Indian and Colonial connexion. Address—No. 9,787.*

LADY attending Art School two or three days a week, would like engagement near the City as **COMPANION** to young lady. Could teach Painting and Needlework. From September till June. Address—No. 9,788.*

ART MISTRESS, disengaged September. Art Class Teacher's Certificate; R.D.S. Teacher-Artist Certificate; Medallist Design; Associate R.D.S. (Life); Water Colour, Oils, Pastel, Leather Work, Stencilling; Press Drawing. Near London preferred. 15 years' experience in Public School. Art Work. Address—No. 9,792.*

MUSIC.—Non-resident post required, in September, in good school, in or near London, by experienced Teacher. Piano-forte, Harmony, Lectures on Music, Coaching for Examinations, &c. Address—No. 9,793.*

VISITING MUSIC MISTRESS desires post. Nine years Teacher of Piano-forte in one of the Girls' Public Day School Company's Schools. Very successful in preparing for Examinations. Five years student at Royal Academy of Music. Address—No. 9,794.*

LADY, who has had much experience and great success in teaching Boys, seeks post in a Preparatory School. All usual subjects, specially Mathematics and English. Music and Drawing if desired. Salary £80 to £100 resident, £120 to £140 non-resident. Address—No. 9,795.*

YOUNG GENTLEWOMAN, Daughter Professional Man, experienced in teaching Young Children, desires post in School where in return for her services two sisters (7 and 9) could be boarded and taught. Address—No. 9,801.*

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enthusiastic applause of the gallery, filled with Bedford students; their cheering, though feminine, was long and loud. Mr. Balfour spent a crowded, glorious day amongst the Associationists. Tea, a reception, the lecture filled up the program from 5 to 6.50 p.m. At 8 followed the dinner. The American Ambassador, Dr. Walter Page, declared that he had never been taught English, and regarded the omission as a grievance. He airily sketched a post-graduate course for writers, novelists, journalists, in the "art of literary expression," such as they do not have in the States. The students should write for some months about the Commonwealth; then the narrative of their own lives, all this in prose, for, as Mr. Balfour admits, English prose is abominably difficult. For poetry, a sonnet every morning before breakfast, and the compulsory writing of a few plays in order to produce better dramatic critics were recommended.

Mr. Balfour, whose after-dinner speech was not the least useful to some of his hearers, considered that patriotism, whether British or American, might sink under the load of detailed histories. At Eton he himself had never been taught English, neither grammar, nor vocabulary, nor style; never had he received a suggestion as to how prose should be written. He observed that English is undoubtedly the richest of any language spoken and written by civilized man, though this very wealth may not be an aid to perspicuity. He complained that none of his teachers had attempted to implant in him the love of literature, and alluded to the great sacrifice of English to a "classical" education, which frequently ends in the student neither reading the classics with his feet on the hob, as did Macaulay, nor in acquiring that love of the literature of his own language which one might reasonably expect as a result of a fair education. C. S. B.

OBITUARY.

WE regret to record the death of Prof. J. W. Hales in his seventy-eighth year. From Louth Grammar School (Tennyson's school) and the Glasgow High School and University he passed as a Scholar to Christ's College, Cambridge, took a high degree in the Classical Tripos, and was elected to a Fellowship. Shortly after he was appointed by Dr. Bradley

to an Assistant Mastership in Marlborough College, and though he retained the post only for three years he made his mark as a teacher. A master who could take a history lesson without an open book seemed to boys of that generation a prodigy. On coming to London he devoted himself exclusively to the study of English. He was for many years Examiner in English at the University of London, and was appointed Professor of English at King's College, retiring only in 1903. He was one of the first to insist on the importance of English Literature in secondary schools in articles contributed to the *Athenæum* and the monthly magazines, and in his edition of "Longer English Poems" he set an example of how it might be made as serious a study as the classics, and far more profitable for the average boy. He distinguished himself no less by his Shakespearean studies and editions of Early English. As a lecturer in girls' schools he was greatly in request. He was a man of many friends, and 1 Oppidan Road was a favourite house of call for scholars who loved literature. To this journal he was a rare but welcome contributor, and a promised article was left half written at his death.

MUSICAL FESTIVAL FOR GIRLS' HIGH SCHOOLS, MANCHESTER CENTRE.—On Saturday, May 9, choirs consisting of twenty-five girls each met at the Whitworth Hall, Manchester University, to compete for the Singing Trophy presented by Miss Elizabeth Greg. Eleven schools competed—an increase of two on the first year. W. McNaught, Esq., was the adjudicator. The test consisted of a part song chosen by Mr. McNaught, "In Praise of May," by John Ireland, and a unison song, which was chosen by the conductor of the choir singing it—and two sight-reading tests. The singing throughout was pronounced excellent—the tone being specially commended, and it was no easy task to judge between them. Macclesfield High School was again awarded the trophy, with 214 out of a possible 225 marks. Whalley Range High School again came second with 212 marks.

THE TEACHING OF SEX HYGIENE

After twelve months' consideration, a Sub-Committee of the London County Council Education Committee reported (on May 13, 1914) that

**SOME INSTRUCTION or GUIDANCE
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in Secondary Schools on the subject of Sex Hygiene.

PARENTS and TEACHERS

can have no better guides on this difficult subject than

Prof. J. ARTHUR THOMSON and Prof. PATRICK CEDOES,

who deal with it fully, in both its scientific and its ethical aspects, and in a fine and delicate spirit, in the volume on

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THE CHURCH OF ENGLAND.

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COVENT GARDEN, W.C.**

A DIRECTORY OF EDUCATIONAL ASSOCIATIONS

will be found in the MARCH issue of "THE JOURNAL OF EDUCATION," price sixpence, post free eightpence, a paper "indispensable to all school and college reading-rooms in these islands."—*Westminster Gazette*.

This "DIRECTORY," which extends over fifteen columns of the paper, has been corrected to date by responsible officials. It includes (a) number of members; (b) amount of annual subscription; (c) name of "organ"; (d) telegraphic address; (e) telephone number; (f) date and place of next annual meeting; (g) secretary's name and office address.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

THE PROBLEM OF

EFFECTIVE SCHOLASTIC ADVERTISING — AND ITS SOLUTION.

Consult pages 414 and 451, or apply to

Messrs. J. & J. PATON, 143 Cannon St., London, E.C.,

for a Booklet, which will be sent post free to

Principals of Schools.

[Messrs. PATONS' Telephone Number is 5053 Central.]

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs.

GABBITAS, THRING & CO.36 SACKVILLE STREET,
LONDON, W.,

have a Department for SECURING
APPOINTMENTS as MISTRESSES
or MATRONS in Schools, and as
GOVERNESSES in Private Families.

They invite applications from qualified
ladies who are looking for posts in the
teaching profession.

The Agency, which is under distinguished
patronage, has been established 40 years.

Prospectus will be forwarded gratis on
application.

NO CHARGE FOR REGISTRATION.

No fee of any kind is due unless an
appointment be obtained through the
Agency.

These School and Teachers' Advertisements are continued from page 423.

EXPERIENCED Teacher (31)
requires London post in September to teach
12 hours weekly in high-class School; no supervision.
Fluent German (long residence abroad); English
Language and Literature; elementary French. £80
(non-resident); £30 (resident).—Miss JENNER,
Grossherzogin Victoria Pensionat, Baden-Baden,
Germany.

AS LADY HOUSEKEEPER, in
September. School or College. 1st Class
Diplôme of Cookery. Experienced. Good knowl-
edge of sick nursing. Apply—S., 98 Redland Road,
Bristol.

ELOCUTION, Piano, Singing.—
Experienced MISTRESS requires Post to
teach above subjects, or would undertake Elocution
for several schools in the same district. Would go
abroad.—D., 31 Lorrington Place, Plymouth.

ASSISTANT MISTRESS requires
A post in September to teach French and
German. (Residence abroad.) Subsidiary subjects:
Geography, Nature-study, Gardening. Or she would
combine teaching with secretarial work or charge of
garden and poultry.—Miss L. J. MERRY, Bella Vista,
Higher Broughton, Manchester.

PRINCIPAL warmly recommends
GERMAN MISTRESS. Successful coach.
Excellent disciplinarian. Five years' high school
experience. Modern method. German Literature a
speciality. Resident or visiting.—850 F, Hooper's, 13
Regent Street. Others. List gratis.

TRAINED and experienced Kin-
dergarten, holding Higher N.F.U. Certificate,
requires post as KINDERGARTEN or PRE-
PARATORY MISTRESS. Nature Study, Ablett's
Drawing, Painting, Educational Handwork.—Miss
MAIN, Westhaven, Burnaby Road, Bournemouth.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS

Messrs. GABBITAS, THRING & CO. have a large number of GIRLS'
SCHOOLS on the books of their Transfer Department, but ISSUE
NO LIST. On learning a Purchaser's qualifications and require-
ments, they will send to her notices of opportunities likely to suit her.
The following are examples of the Schools now on their books:—

No. 5,336. **TRANSFER of FLOURISHING BOARDING and DAY SCHOOL**, in good residential district in the Home Counties. Containing 20 Boarders and the same number of Day Pupils. Prospectus fees £75 to £90 and £15 to £36. Receipts and profits over £1,800 and over £300 respectively. **VERY GOOD HOUSE, in BEAUTIFUL GROUNDS.** Owner selling in consequence of approaching marriage. £1,200 for Goodwill and Furniture. Payment of part might be deferred.

No. 5,335. **TRANSFER or PARTNERSHIP**, with or without a view to succession to, old-established upper middle-class Boarding and Day School, with Kindergarten Department, at **NORTHERN SEASIDE TOWN**. About 40 Weekly Boarders and Day Pupils. Prospectus fees for full Boarders 48 to 54 guineas, and for Day Pupils 48 to 194 guineas respectively. Gross Receipts about £850. **GOOD HOUSE AND GROUNDS.** Goodwill £100 or **CAPITATION FEE.**

No. 5,332. **TRANSFER of HOME FINISHING SCHOOL in CONTINENTAL UNIVERSITY CITY.** Vendor retiring, having married. Contains about 12 or 14 Boarders. Prospectus fees £120 per annum. Gross Receipts about £2,008, and Profits about £300. Goodwill £600. Locality very beautiful and healthy.

No. 5,327. **TRANSFER of successful School for BOARDERS ONLY**, at a well-known **INLAND EDUCATIONAL CENTRE**. 25 Boarders. Prospectus fees from 45 to 51 guineas. Gross Receipts nearly £2,000, and net profits nearly £500. **EXCELLENT PREMISES.** Capital required in the first instance £2,500.

No. 5,326. **TRANSFER of old-established DAY SCHOOL** for gentlemen's daughters, with **PREPARATORY DEPARTMENT**

for Boys and **KINDERGARTEN**, containing nearly 40 Day Pupils and Day Boarders. Prospectus fees from 9 guineas in Kindergarten to 22½ guineas. **GROSS RECEIPTS £250.** Profits £75. Goodwill £250.

No. 5,323. **TRANSFER of OLD-ESTABLISHED HOME BOARDING and DAY SCHOOL at INLAND HEALTH RESORT.** Containing about 12 Boarders and 20 Day Pupils. Prospectus fees 60 to 80 guineas, and 13½ to 18 guineas. Very well situated house and grounds. Gross Receipts over £2,000. Goodwill £1,000, or Capitation Fees.

No. 5,315. **TRANSFER or PARTNERSHIP**, with a view to succession. School strictly for gentlemen's daughters, at South Coast Resort. About 20 Boarders and 12 Day Pupils. Fees £75 to £90, and 30 to 36 guineas respectively. Profits about £800. **EXCELLENT PREMISES, SPECIALLY BUILT and BEAUTIFULLY SITUATED.** Goodwill 2½ years' purchase. Premises would be sold or let.

No. 5,293. **TRANSFER of FIRST-RATE AND FLOURISHING School** for Boarders only, at South Coast Resort. Vendor intending to retire. **STEADILY FULL** with about 45 Boarders. Prospectus fees 99 to 105 guineas. **EXCELLENT MODERN HOUSE**, in large grounds. Gross Receipts about £8,000, and Profits £1,500. Price for Goodwill, School, and Household Furniture £6,500.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require full particulars before arranging introductions to their clients. No charge is made to Purchasers.

AS FRENCH MISTRESS.
Parisian (23). Excellent reference from present Principal. Good disciplinarian. Modern method. Painstaking teacher. French (diplômée), Drawing, Painting. Shares supervision. Games.—829F, Hooper's, 13 Regent Street, London, W. Introduction free.

DRILL and GAMES MISTRESSES. Fully trained, certificated by public examinations, may be obtained by applying to the PRINCIPALS, Queen Alexandra's House Gymnasium, London, S.W. Subjects: Swedish and Anglo-German Gymnastics, Remedial Gymnastics, Games, Dancing, Fencing, Swimming, Anatomy, Hygiene, Physiology, Elocution.

PARISIAN Protestant Colonel's
Daughter (Diplôme Supérieur), experienced in Public-School teaching, first-rate teacher, good disciplinarian, successful for Examinations, seeks Engagement. Good conversationalist. Highest testimonials.—PARISIENNE, St. John's Hostel, Westbourne Park.

ART MISTRESS desires engagement to visit additional School. Gold Medalist. Ablett and South Kensington Certificates. Pupils prepared for Examinations with great success.—Miss FIENNES-CLINTON, A.R.D.S., 4 Northcote House, Hampstead.

AS GERMAN MISTRESS.—Pro-
testant German lady (21), certificated teacher of English (including German). Pure accent. Music. Elementary French, Needlework. Help in games. Shares supervision. North of England preferred.—Fraulein STADELMAIER, Beethovenstrasse, Ulm, (Wurttemberg).

NON-RESIDENT post required in September by experienced KINDERGARTEN MISTRESS. Higher Certificate N.F.U. 1st class Handwork, Principles, and Drawing. Drill, Junior music (Curwen), and some Drawing offered. Students trained. Address:—K.G., Glenmount School, Dover.

ROYAL Drawing Society's Teacher.
Artist Certificate (Ablett Method). Students successfully prepared for necessary Examinations, personally or by correspondence.—Miss FIENNES-CLINTON, Associate of Royal Drawing Society, 4 Northcote House, Hampstead.

A HOUSE Master wishes to recommend his late MATRON and HOUSE-KEEPER to take charge of a sanatorium in a public school or school boarding house. Address—Woodlands, Holt, Norfolk.

MUSIC MISTRESS requires visiting engagements, school or otherwise. Diplomas: A.R.C.M. (Violin and Optional Harmony and Counterpoint), L.R.A.M. (Piano). Winner of several scholarships and prizes. Address—Associate, 19 Aubert Park, Highbury, N.

FRENCH Lady, clergyman's daughter, Diplômée, brevet supérieur, seeks post, in September, as resident FRENCH MISTRESS. Boarding school in or near London. One year's experience in English school.—Miss COLLET, Ilfracombe.

FULLY trained certificated
DIRECTOR of SWEDISH GYMNASTICS from Stockholm Central Institute, will be ready July to undertake work in school or gymnasium. Fluent English, German, Swedish. Highest personal and professional references. Apply—RATCLIFFE, 7 Willifield Green, Hendon, N.W.

GYMNASTIC, GAMES, AND SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE.—Fully trained Teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

X Other Transfers and Partnerships are continued on page 426; other School and Teachers' Advertisements are continued on pages 426, 427, 428, 429, 430, 431, 432, 433, 434, and 435. **X**

Telephone:
7021 Gerrard.

SCHOOL TRANSFER AGENCY.

(Established
1833.)

Proprietors—Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

Offices—34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. **NO CHARGE** whatever will be made to Vendors of Schools or School Partnerships, by Messrs. Griffiths, Powell, Smith & Fawcett, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions receive the personal attention of one of the Partners of the firm.

No commission charge whatever will be made by Messrs. Griffiths, Powell, Smith & Fawcett, to Purchasers of Schools, or School Partnerships.

APPLICATIONS FROM INTENDING PURCHASERS ARE SOLICITED FOR THE FOLLOWING PROPERTIES:—

GIRLS' SCHOOLS.

NEAR LONDON.—First-class DAY SCHOOL. Receipts £1,200. Number of Pupils 40, fees averaging £30. Extremely fine premises. Goodwill by capitation fee. Excellent opening.—No. 2,434.

DEVON (Seaside).—BOARDING SCHOOL. Receipts £713. Number of Boarders 15. Price for goodwill £225. School and household furniture. £227.—No. 2,448.

SOMERSET (Beautiful Locality).—BOARDING AND DAY SCHOOL. Gross receipts £1,116; net £121. Number of Boarders 15, and 34 Day Pupils. Price for goodwill £250.—No. 2,443.

WARWICKSHIRE.—First-class SCHOOL. Receipts £2,154. Number of Boarders 10, fees up to 80 guineas, and 20 Day Pupils at good fees. Price for goodwill £1,000. Furniture by arrangement. Only half purchase money need be paid down.—No. 2,453.

LANCS (Seaside).—BOARDING AND DAY SCHOOL. Gross receipts £880. Number of Boarders 17 and 25 Day Pupils. Price for goodwill £180, school furniture £50, or the Day School only could be purchased for £80.—No. 2,441.

SOMERSET (Seaside).—PARTNERSHIP in high-class BOARDING AND DAY SCHOOL. Gross receipts about £1,500. Number of Boarders 17, and 11 Day Pupils. Price for half share of goodwill and furniture £750.—No. 2,413A.

A Complete List of Girls' and Boys' Schools for Sale, as also of Partnerships, will be sent to intending purchasers on application.

N.W. OF ENGLAND.—TRANSFER OR PARTNERSHIP.

First-rate BOARDING AND DAY SCHOOL. Gross receipts £3,310. Net profits £725. Number of Boarders 13; terms 60 to 75 guineas. 80 Day Pupils: 9 to 24 guineas per annum. 15 Housewifery Pupils. The extras amount to a considerable sum. Rent of splendidly equipped premises £200. Goodwill only £1,000. School and part household furniture £1,200. Only half purchase money to be paid down. If Partnership, £600 down, and on vendors retiring a further £400 on account.

SUSSEX (Seaside).—TRANSFER

OR PARTNERSHIP. High-class BOARDING SCHOOL. Income about £2,000. About 26 Pupils. Price for goodwill, with valuable furniture and effects appertaining to school, £1,500. In case of Partnership, a lady joining must have pupils to introduce at about 60 to 80 guineas per annum.—No. 2,433.

SOUTH COAST.—PARTNER-

SHIP in first-class and very successful SCHOOL. Income about £2,600 to £3,000. Net about £600 to £700. Number of Boarders 26, and 25 or 26 Day Pupils. Excellent premises. About £1,000 is asked for half share, including valuable furniture or one-third share could be purchased.—No. 2,349.

BOYS' SCHOOLS.

YORKSHIRE (Seaside).—TRANSFER OR PARTNERSHIP.

BOARDING SCHOOL. Gross receipts £1,056. 5s. 9d. Net profits £544. Number of Boarders 22. Price for entire goodwill £585, or for half share £365. Good opening.—No. 6,442.

SURREY.—BOYS' SCHOOL,

nominal PARTNERSHIP for about 4 years. 5 Boarders and 90 Day Pupils. Gross income over £1,000. Net receipts about £500. Price for entire goodwill and school furniture £500. Excellent locality.—No. 6,383.

ESSEX (near London).—BOARDING AND DAY SCHOOL. Gross receipts £770. Net profits about £275. Number of full Boarders 7; 4 weekly Boarders and 44 Day Pupils. Price for freehold and goodwill £1,600, of which only £500 need be paid down.—No. 6,443.

DEVON (Beautiful locality).—PREPARATORY BOARDING SCHOOL. Gross receipts £900. 14 Boarders; terms £60 to £100. Excellent premises—property of vendor. Goodwill moderate. School furniture £150. Partner with pupils might be taken.—No. 6,437.

WALES (Seaside).—TRANSFER OR PARTNERSHIP. BOYS' PREPARATORY SCHOOL. Gross income about £1,200; net about £300. Easy terms of Sale or Partnership. Excellent opportunity.—No. 6,438.

KENT (Seaside).—Partnership in successful SCHOOL. Gross income over £3,000. Net £600. Number of Boarders 35; 9 Daily Pupils. The Partner joining must be a Lady experienced in domestic management. If married, her husband could become Senior Assistant in the School. Rent of house and field £300. Price for half-share of goodwill, school and household furniture, £800 cash, or £600 cash and £100 a year for 4 years.—No. 6,429.

These School and Teachers' Advertisements are continued from page 425.

FRENCH Lady, Brevet Supérieur, seven years' experience (school) England and Germany, fluent German and Italian, desires post, September, in good Private School.—Mlle de VERDUZAN, 92 San Silvestro, Roma, Italy.

FRENCH Lady, many years' experience in English Schools. Very good results. Examination successes: Cambridge Higher Local, Matriculation, Scholarships. Requires Visiting Engagement in School.—MADEMOISELLE, 1 Coram Street, Russell Square.

ART MISTRESS desires re-engagement in Public School for September. Excellent experience in Public School Teaching. Successful in preparing examinations. Art Class Teacher and Art Master, South Kensington. Artist Teacher (Ablett). Address—M.W., Wayside, Ross Road, South Norwood Hill, Norwood.

A YOUNG French Lady wishes to give lessons in her own language (July and August). Highest references French and English.—Mademoiselle, c/o Miss H. VEITCH-BROWN, 6 Lansdowne Place, Brunswick Square, W.C.

MISS W. M. ROWE, fully certified, desires Engagement, SCHOOL or PRIVATE LESSONS, in Drawing, Painting, Dancing, and Calisthenics. Highest references.—42 Edith Grove, Chelsea, S.W.

EXPERIENCED Lady desires re-engagement as resident or non-resident MUSIC MISTRESS in a school in September. Subjects: Piano, Theory, Harmony, Solo and Class Singing. Has prepared pupils very successfully for all local examinations.—Miss K. M. STRATTON, T.S.M., 34 High Road, Willesden Green, N.W.

FRENCH diplômée, 25, thorough fluent English and German. 4 years' experience in good schools. Excellent references. Seeks post for next September.—MADEMOISELLE, Girls' College, Formby, Lancs.

SINGING MISTRESS, A.R.C.M., desires Post in a good School, non-resident preferred. Also able to prepare for all Associated Board examinations in Pianoforte and for the School examinations in Violin. Six years' experience and examination successes.—Miss F. COOPER, The High School, St. Anne's-on-Sea.

VISITING GYMNASIAC and GAMES MISTRESS requires Engagements near London. Experienced. Gold Medallist. Swedish or German Systems. Massage, Remedial Gymnastics, Physiology, Hygiene, Country Dances.—G., 36 Grosvenor Road, Westcliff, Essex.

FRENCHMAN, B.A., Licencié ès Lettres, Teacher in French High School, wants VACATION TUTORSHIP for August-September. English references. Tuition in French, Latin, English.—HENRY, 125 rue de Rennes, Nantes, France.

FRENCH Male Teacher, possessing Brevet Supérieur and Certificat d'Aptitude Pédagogique, seeks post au pair in a School from September, 1914, to July, 1915.—FRANÇOIS MORVAN, Instituteur, Plouisy, Guingamp, France.

EXPERIENCED GYMNASIAC and DANCING MISTRESS requires post (visiting or non-resident) in September, in or near Manchester preferred. Mme Osterberg's training with 1st class medical certificate. Address—Miss WELCH, 2 Alna Road, Heaton, Moor, nr. Manchester.

YOUNG lady desires post for September as ART TEACHER (South Kensington Cert.). Also Art embroidery (City and Guilds Exam.), and plain needlework. Experience. Address —N.B., 22 Vicarage Road, Edgbaston, Birmingham.

VACANCY. Too late to Classify.

WANTED, September, SWEDISH GYMNASIAC MISTRESS. Good Dancing, Remedial Massage, Games. Apply—HEAD MISTRESS, Sherborne Girls' School.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.
Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C.4, in each case accompanied by a loose stamp to cover postage on advertisement. Post cards will not be sent on.

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Examination Papers. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

LEEDS GIRLS' MODERN SCHOOL.

Required for September. Full-time ART MISTRESS. Candidates should possess A.R.C.A. or its equivalent. Previous experience of art teaching in Secondary Schools desirable.

Commencing salary £100 to £120 per annum, according to experience and qualifications. Applications, which must be made on Forms to be obtained from the undersigned, should be endorsed "Girls' Modern School" and returned to the undersigned not later than the 10th June.
JAMES GRAHAM,
Secretary for Education.
Education Offices, Leeds.

EDUCATIONAL AGENCY. (ESTABLISHED OVER 80 YEARS.)

Proprietors: Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

Offices: 84 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, have suitable Candidates placed in immediate communication with them free of charge.

A List of Immediate and September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 433.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

A List of Immediate and September Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 426 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

CUMBERLAND EDUCATION COMMITTEE.

WORKINGTON COUNTY TECHNICAL AND SECONDARY SCHOOL.

The Governors invite applications for the post of SECOND MASTER in this School of about 300 pupils—boys and girls.

Applicants must be under 40 years of age and have a University Degree in Honours with good experience in recognized Secondary Schools. Experience in a Mixed or Dual School is desirable.

Salary £200 rising by £10 yearly increments for approved service to £250 per annum.

Further particulars and Form of Application, to be returned on or before 12th June, 1914, may be obtained on receipt of stamped addressed foolscap envelope from

C. COURTENAY HODGSON, Clerk to the Governors.
The Courts, Carlisle. 28th April, 1914.

CUMBERLAND EDUCATION COMMITTEE.

BRAMPTON COUNTY SECONDARY SCHOOL.

The Governors invite applications for the post of SENIOR MISTRESS in this Dual School. Applicants must not be under 25 nor over 40 years of age, and have a University Degree in Honours or equivalent, with experience in Secondary or High Schools. Special subject, English; Subsidiary subjects, History, Geography, or Mathematics.

Salary £150, rising for satisfactory service by £10 annual increments to £200.

For special qualifications and experience a commencing salary higher than the minimum may be fixed.

Further particulars, with forms of application, to be returned on or before 13th June, 1914, may be obtained from the undersigned on receipt of stamped addressed foolscap envelope.

C. COURTENAY HODGSON, Clerk to the Governors.
The Courts, Carlisle. 13th May, 1914.

COUNTY BOROUGH OF BARROW-IN-FURNESS.

MUNICIPAL SECONDARY SCHOOL FOR BOYS.

Wanted, to commence duty in September, a Graduate in Arts as FORM MASTER, competent to teach French to Middle and Lower Forms. Ability to teach German also considered a recommendation.

A knowledge of modern methods of teaching languages is requisite, and candidates must be prepared to give assistance in School Games and take general interest in the activities of school life.

Salary from £120 per annum to £180 per annum, according to qualifications and experience.

Forms of application and scale of salaries may be obtained from the Director of Education, Town Hall, to whom applications, together with copies of not less than three recent testimonials, must be returned before the 5th June.

By order, L. HEWLETT, Town Clerk and Clerk to the Local Education Authority.
Town Hall, 16th May, 1914.

RESIDENT SCIENCE

MISTRESS wanted for the Ministers' Daughters' College, Edinburgh, at end of September, qualified to teach Physics, Chemistry, Botany, and Junior Mathematics. Degree, and training, or good experience, required. Commencing salary £60—£70, according to experience, with full board and laundry. Apply, stating age and experience, to A. LANGWILL, C.A., 19 Melville Street, Edinburgh.

CITY OF LEEDS TRAINING COLLEGE FOR ELEMENTARY SCHOOL TEACHERS.

Required in September, a LECTURER in EDUCATION and HEAD in the Department of Teachers for Upper Standards (Women).

Candidates should possess an Honours Degree or its equivalent, and have had practical experience in teaching. Special qualifications in Educational Psychology are desirable.

The lady appointed would be required to take up full duties in September next, and may be asked to go into residence.

Commencing salary, £200 per annum.

Applications, which must be made on Forms to be obtained from the undersigned, should be endorsed "Training College" and forwarded to the SECRETARY FOR EDUCATION, Education Offices, Leeds, not later than 10th June, 1914.

JAMES GRAHAM, Secretary for Education.
Education Offices, Leeds.

IPSWICH MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress, Miss E. B. HARRISON, M.A.

Required in September, a SCIENCE MISTRESS, Grade C (Botany, Chemistry, and Physics). Honours Degree or its equivalent, with training and experience essential. Games (Hockey, Basket Ball, and Cricket) a great recommendation. Scale of salary, £120 per annum, rising by increments of £10 to a maximum of £160. Initial salary according to qualifications and experience. The School is constituted by an Endowed Schools scheme of the Board of Education, and the appointment will be made by the Governors on the recommendation of the Head Mistress. A copy of the Conditions of Appointment will be sent with the Form of Application. Applications must be made on the prescribed form (for which apply at once), and be delivered to the undersigned not later than June 10th.

GEORGE BILLAM, Secretary to the Governors.
Offices of the Borough Education Committee, Tower House, Tower Street, Ipswich, May 16th, 1914.

FOR BRIEF LIST of

MASTERS DESIRING

POSTS see page 414, or

apply to Messrs. J. & J.

PATON, 143 Cannon

Street, London, E.C. [Their

Telephone Number is 5053 Central.]

KENSINGTON HIGH SCHOOL

(G.P.D.S.T.) — MATHEMATICAL MISTRESS wanted for next term. Cambridge Tripos preferred. Experience essential.

WANTED. — PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE.

Applications are invited for the post of PROFESSOR of ENGLISH LANGUAGE and LITERATURE in the CENTRAL COLLEGE, BANGALORE, SOUTHERN INDIA. The candidate selected for the post will be on probation for three years, at the end of which period the Government of His Highness the Maharaja of Mysore will be at liberty to terminate the contract. Candidates should be distinguished University men, who have taken First Class Honours in Classics and made a special study of English Language and Literature, or taken the M.A. Degree with First Class Honours in English Language and Literature in a Scottish or British University. Those who have, in addition, received training in Theory and Practice of Teaching, or have had experience of professorial teaching in a University College, and are between 24 and 30 years of age, will be preferred. The successful candidate is expected to devote the whole of his time in training students for the University Intermediate, Pass, and Honours B.A. Degree Courses. The pay will be Rs.500 a month, rising by annual increments of Rs.50 to Rs.1,000 a month. On confirmation, leave and pension will be according to the Mysore Service Regulations. The Professor selected will be given a free single First Class passage to India, also back to England, if the contract is terminated at the end of the third year of service. Candidates should love educational work among natives of India and be fond of outdoor games. Applications, with copies of testimonials, will be received by the Inspector-General of Education in Mysore, Bangalore, South India, up to the 15th July, 1914. The selected candidate will be expected to join duty as early as possible.

M. SHAMA RAO, Inspector-General of Education in Mysore
Bangalore, South India.
15th April, 1914.

BATLEY EDUCATION COMMITTEE.

GIRLS' GRAMMAR SCHOOL.

Head Mistress, Miss D. L. BAKEWELL.

Wanted, on September 17th, 1914, a FORM MISTRESS, specially qualified in Mathematics; Latin or French (direct method) as subsidiary subjects. Honours Degree and Secondary Training or experience essential. Salary £110 per annum. Form of application (which must be returned to me not later than June 5th, 1914) may be obtained on receipt of a stamped addressed envelope from—

G. R. H. DANBY, M.A. (Oxon),
Education Offices, Batley. Director of Education.
May 19th, 1914.

THE UNIVERSITY OF SHEFFIELD.

DEPARTMENT OF EDUCATION.

A JUNIOR LECTURER (Man) is shortly to be appointed in the Department. Salary £150 per annum. Applications should reach the undersigned, from whom further particulars may be obtained, by Saturday, June 6th.

W. M. GIBBONS, Registrar.

WEST LEEDS HIGH SCHOOL (GIRLS' DEPARTMENT).

Required in September, ASSISTANT KINDERGARTEN MISTRESS, Musical. Good training and Higher Froebel Certificate essential. Commencing salary from £80; non-resident. Further particulars may be had from the Head Mistress.

Applications, which must be made on forms to be obtained from the undersigned, should be endorsed "West Leeds High School," and returned to the undersigned not later than the 10th June.

JAMES GRAHAM, Secretary for Education.
Education Offices, Leeds.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

Our ordinary scale is:

10 copies of one Testimonial...	1/-, post free.
20 " " " " " "	1/6, " "
50 " " " " " "	2/3, " "

SIZE: QUARTO OR FOOLSCAP.

ACCURACY GUARANTEED.

CLEAR AND UNIFORM COPIES.

WORK SENT BY RETURN OF POST.

Prices for PRINTED testimonials, applications &c., with specimens, will be sent on request.

KING, 45 BEDFORD ROW, LONDON, W.C.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the term commencing in **September next**, are invited to apply (*as soon as possible*) to **Messrs. Griffiths, Powell, Smith & Fawcett**, who will furnish details of all the best vacancies in Public and Private Schools. Address—**Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT**, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.

N.B.—Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

SOKE OF PETERBOROUGH
EDUCATION COMMITTEE.COUNTY SCHOOL FOR GIRLS,
PETERBOROUGH.

Wanted, for September: (1) **SCIENCE MISTRESS** for Botany, with elementary Physics and Chemistry. (2) **ASSISTANT MATHEMATICAL MISTRESS**. Salaries in each case from £100 to £120, according to qualifications and experience. Degree or equivalent essential. (3) Also a **FIRST FORM MISTRESS** with Higher N.F.U. Certificate. Salary £70 to £80. One at least of the three Mistresses must be qualified to teach Geography.

Applications, giving age, education, degree, and experience, with copies of testimonials, should be sent immediately to **WALTER J. DEACON**, Cross Street, Peterborough.

SENIOR MATHEMATICAL MISTRESS required for September. Oxford or Cambridge Final Honours essential. Age not under 24. Salary £130 to £150, according to experience and qualifications. Apply—**HEAD MISTRESS**, Wyggeston Grammar School for Girls, Leicester.

WARRINGTON TRAINING COLLEGE.—Wanted, in September, two **RESIDENT LECTURERS**; Churchwomen. Degree or equivalent essential. English subjects. Educational Handwork. Assist in supervision of School Practice, &c. Salary according to qualifications and experience. Apply—**REV. THE PRINCIPAL**.

HAINES HILL SCHOOL, TAUNTON.—Resident **STUDENT MISTRESS** wanted in September, for one year, on mutual terms, to teach small class of children, aged 5–7. Half time free, and classes in Domestic Economy under first-class lecturer, or in Art under gold medallist, given. Must be Churchwoman and at least 19. Froebel certificated preferred. Apply, with testimonials, to **PRINCIPAL**.

CHURCH OF ENGLAND HIGH SCHOOL, PENZANCE.—Wanted, in September, two **MISTRESSES**; Churchwomen. (1) **FRENCH and GERMAN**: Tripos preferred. Training or experience. Salary £110; non-resident. (2) **ENGLISH SUBJECTS**: Geography and Botany. Salary £105; non-resident. Apply—**MISS BATHURST**, 2 Morrab Terrace, Penzance.

TYPEWRITING.—Literary and Scientific work executed with care and expedition. Authors' MSS 9d. per 1,000 words. Translations. Good Testimonials.—**Mrs. FOWLER SMITH**, 18 Village Road, Church End, Finchley, N.

MACCLESFIELD HIGH SCHOOL.—Wanted, September, **HISTORY SPECIALIST**, with Geography. Oxford or Cambridge candidate preferred. Games desirable. Salary according to qualifications. Apply, before June 8, to **HEAD MISTRESS**.

CHESTERFIELD GIRLS' HIGH SCHOOL.—Required in September:—
(i) **SENIOR MATHEMATICAL MISTRESS**. Degree and experience essential, some Science. Salary £140.
(ii) **MODERN LANGUAGE MISTRESS** (French and German). Thorough knowledge of Phonetics. Salary according to experience and qualifications. £130 minimum.
Apply to the **HEAD MISTRESS**.

KENT EDUCATION
COMMITTEE.

COUNTY SCHOOL FOR BOYS, BROMLEY.

Wanted, Autumn Term, 1914, an **ASSISTANT MASTER** to teach English, with some French or History. Willingness to take a commission in the School Cadet Corps will be a recommendation. Initial salary, £130 to £150 per annum, rising in accordance with the Committee's scale to £220 per annum.

Forms of application and scale of salaries may be obtained from **Mr. G. WILSON**, School of Science and Art, Tweedy Road, Bromley, and should be returned to the Head Master, **Mr. R. AIRY**, County School for Boys, Bromley, not later than the 22nd June.

Canvassing will be considered a disqualification.
By order of the Committee,
FRAS. W. CROOK,
Sessions House, Maidstone, Secretary.
15th May, 1914.

KENT EDUCATION
COMMITTEE.

COUNTY SCHOOL FOR GIRLS, DARTFORD.

Applications are invited for the following appointments for September next:—

- (1) **ENGLISH MISTRESS**, with good Geography.
- (2) **SCIENCE MISTRESS**: good Botany, some Chemistry and Physics; also good Geography.

Initial salaries, £100 to £120, rising to £170 per annum. A higher initial salary may be allowed in the case of teachers with special qualifications and experience. University graduates desired, with good Secondary School experience.

Forms of application and scale of salaries may be obtained from **Mr. D. F. BROW**, Technical Institute, Dartford. Applications must be forwarded as soon as possible to **Miss A. M. BRETT**, County School for Girls, Dartford.

Canvassing will be considered a disqualification.
By order of the Committee,
FRAS. W. CROOK,
Sessions House, Maidstone, Secretary.
15th May, 1914.

KENT EDUCATION
COMMITTEE.COUNTY SCHOOL FOR GIRLS,
SITTINGBOURNE.

Wanted, in September, an **ASSISTANT MISTRESS**, to take charge of the Junior Form, and to teach Geography and History in the Middle School Needlework or Drawing desirable. Training essential. Initial salary £100 to £120 per annum, according to qualifications and experience, rising in accordance with the Committee's scale to £170 per annum.

Forms of application and scale of salaries may be obtained from **Mr. P. WARD**, 90 High Street, Sittingbourne, and should be returned as early as possible to the Head Mistress, **Miss L. H. FREEMAN**, County School for Girls, Sittingbourne.

Canvassing will be considered a disqualification.
By Order of the Committee,
FRAS. W. CROOK,
Sessions House, Maidstone, Secretary.
15th May, 1914.

TYPEWRITING (Certificated).—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—**MISS DEXTER**, 4 Gainsborough Road, North Finchley, London, N.

TRINITY COLLEGE, DUBLIN.

The Council invite applications for the newly founded **Lecky Chair of Modern History**. The appointment will be made before the end of June. The salary offered (pending the realization of the Lecky Estate) is £600 per annum. Candidates may send in a copy of any work or works they have published, as well as whatever other evidence of their qualifications they may think desirable.

Applications must be sent in before the 1st of June. Further particulars may be obtained from the **SECRETARY OF THE COUNCIL**, Trinity College, Dublin.

QUEEN ANNE'S SCHOOL,
Caversham, near Reading.

A **MISTRESS** to teach Geography and French. Good qualifications and experience necessary. Churchwoman. Apply—**HEAD MISTRESS**.

CARLISLE COUNTY HIGH
SCHOOL.

Required, in September, **SENIOR ENGLISH MISTRESS** to organize and teach English Language and Literature throughout the School. Honours Degree (or equivalent) and good experience essential. Salary according to qualifications and experience.—Apply to the **HEAD MISTRESS**.

BEDFORD COLLEGE FOR
WOMEN.

(UNIVERSITY OF LONDON),
REGENT'S PARK, N.W.

DEPARTMENT OF CHEMISTRY.

The Council will shortly proceed to appoint two **DEMONSTRATORS IN CHEMISTRY** for the Session 1914–15, at salaries of £150 and £120 respectively for the Session.

The appointments are open to men and women equally.

Six copies of applications, and of not more than three recent testimonials, should be sent not later than Monday, June 8th, to the undersigned, from whom further particulars may be obtained.

(Signed) **E. T. MCKNIGHT**,

Secretary of Council.

PRESTON EDUCATION COM-
MITTEE.

THE PARK SCHOOL.

Wanted, in September, an **ART MISTRESS** to teach Drawing throughout the School. A subsidiary subject (preferably Nature-study or Theory of Music) should be offered. Experience in a Secondary School desirable.

Forms of application may be obtained from **THE DIRECTOR OF EDUCATION**, 48 Lancaster Road, Preston.

GIRLS' GRAMMAR SCHOOL,
ROCKHAMPTON, QUEENSLAND.

An experienced **FOREIGN MISTRESS** to teach French and German. Salary £100 per annum, with board and residence. Climate healthy. Passage paid and engagement made for three years. One capable of teaching Class Singing preferred, but not essential. Apply, with copies of testimonials and certificates, experience and particulars of age, &c., to the **AGENT-GENERAL FOR QUEENSLAND**, 409 Strand, London, W.C.

CORNWALL EDUCATION
COMMITTEE.PENZANCE COUNTY SECONDARY SCHOOL
FOR GIRLS.

Wanted, in September next, a **HEAD MISTRESS** for the Penzance County Secondary School for Girls. Salary £200, rising by annual increments of £12. 10s. to a maximum of £300. Form of application and further particulars, on receipt of stamped addressed foolscap envelope, may be obtained from the undersigned, to whom all applications must be sent on or before 10th June, 1914.

F. R. PASCOE,

Education Department,
County Hall, Truro,
1st May, 1914. Secretary.

REQUIRED, September, Resident MISTRESS, Member of Church of England. Subjects: History, English, Latin, Geography, in Middle and Junior School. Games desirable. Would have a Form. Must be good disciplinary. Boarding experience preferred. Degree desirable. Apply—**PRINCIPAL**—**Princess Helena College, Ealing**.

WANTED, in September, a DOMESTIC SCIENCE MISTRESS. First-class Diplomas and Experience essential. Residential. Salary according to qualifications. State subsidiary subjects. Apply—**HEAD MASTER**, Methodist College, Belfast.

WOODHOUSE SECONDARY
SCHOOL, near Sheffield.

Head Master, **Mr. JOHN BUCKLEY, B.Sc. (Lon.)**.
Wanted, an **ASSISTANT MISTRESS** for lowest Form, chiefly elementary Subjects. Skill in teaching and disciplinary powers essential. Ability to take Domestic Science a great recommendation. Commencing salary £100 per annum. Applications to be sent as early as possible to **S. ANSON, Esq.**, Education Offices, Woodhouse, near Sheffield.

CLECKHEATON WHITCLIFFE
MOUNT SECONDARY SCHOOL.

HEAD MASTERSHIP.

The Governors of the above School invite applications for the post of Head Master. Salary £300 per annum, with increments of £25 at the end of the first and second year. Applicants must be graduates of a British University, and must have had considerable experience of the work and organization of Secondary Schools.

Applications should be made on official forms, to be obtained from the undersigned, to whom they must be returned not later than the 6th June, 1914.

JOHN H. LINFIELD,

Clerk to the Governors.

Town Hall, Cleckheaton,
18th May, 1914.

THE JOINT AGENCY FOR WOMEN TEACHERS.

74 GOWER STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges

for September should apply at once to the Registrar. **Governesses seeking Private Posts** are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

ENGLISH POSTS.

- Senior Mistress** for Grammar School (Mixed) in Lancashire, with Honours Degree in English and experience. Salary £140 to £160. JA 9793
- English Lecturer** in Training College for Elementary Teachers in Essex. Experience. Salary £100 resident. JA 9819
- English Lecturer** in Training College for Elementary Teachers in Norfolk. Elocution, English Composition, Reading needed. Churchwoman. Salary from £80 resident. JA 9835
- English Lecturer** for Training College for Elementary Teachers in London. English for Honours B.A. needed, and Latin for Inter. B.A. and B.A. Salary not less than £80 resident. JA 9844
- Senior Mistress** for Mixed School in Buckinghamshire to teach English and History. Games desirable. Degree and experience. Salary £140, rising to £180, non-resident. JA 9863

MATHEMATICS and SCIENCE POSTS.

- Mathematics Mistress** for High School in Midlands. Degree and training or experience. Games desirable. Salary from £110 non-resident. JA 9829
- Mathematics Mistress** for High School in London. Experience. Cambridge or London degree. Phonetic French subsidiary subject. JA 9847
- Science Mistress** for Girls' Grammar School in the West of England, to teach Botany, Physics, Chemistry, Mathematics. Salary £130 non-resident. JA 9870
- Mathematics Mistress** for Public School in London. Games essential. Honours degree or equivalent essential. Training or experience, preferably both. Initial salary not more than £140, rising to £220. JA 9894
- Mathematics Mistress** for Grammar School in the Midlands. Oxford or Cambridge Degree equivalent essential. Age not under 24. Salary £130 to £150 non-resident. JA 9896
- Science Mistress** wanted as soon as possible for Municipal High School in Yorkshire, to teach Geography, Botany, Elementary Science, Mathematics. Cambridge Tripos or London B.Sc. Salary £120 non-resident. JA 9912

CLASSICAL POSTS.

- Classical Mistress** for High School in Berkshire. Games essential. Mathematics and French or German desirable. Degree. Churchwoman. Salary £110 non-resident. JA 9816

CLASSICAL POSTS—continued.

- Classical Mistress** for Public School in Kent. Degree or training or experience. Salary about £70 resident. Nonconformist preferred. JA 9832
- Mistress** to teach Latin in Public School in Midlands. Mathematics and English subsidiary. Games needed. Training and experience. Salary £120 non-resident. JA 9915
- Classical Mistress** for School on South Coast. Oxford or Cambridge Second Class Honours or London M.A. Salary £70 to £81 resident. JA 9916
- Classical Mistress** for High School in the Midlands. Scripture desirable. Oxford or Cambridge preferred. Salary £120 to £150 non-resident. JA 9917

MODERN LANGUAGES POSTS.

- Modern Languages Mistress** for Public School on South Coast to teach French and German. Churchwoman essential. Experience needed. Salary £70 resident. JA 9806
- Modern Languages Mistress** for High School in Yorkshire to teach French and German. Experience. Salary rises to £140 non-resident. JA 9812
- Modern Languages Mistress** for High School in Norfolk to teach French and German. Oxford, Cambridge, or London degree equivalent wanted. Salary £110 non-resident. JA 9843
- Mistress** for High School in Surrey to teach German. Subsidiary subjects Geography, English. Degree very desirable and experience in Class teaching. Initial salary £110 to £115. JA 9849

HISTORY POSTS.

- History Mistress** for Public School in Berkshire. Middle School English and some Scripture needed. Degree and training. Salary £105 to £120 non-resident. JA 9823
- History Mistress** for Public School in Cheshire. Games and French needed. Honours degree and experience. Salary £125 to £130. JA 9825
- History Mistress** for High School in West of England. Good English as subsidiary subject. Oxford or Cambridge woman preferred. Salary £110 to £115. JA 9830
- History Mistress** for Public School in Yorkshire. Junior Latin as subsidiary subject. Honours degree essential. Training desirable. JA 9853

PRIVATE SCHOOL POSTS.

- Mistress** wanted for School in Scotland to teach History, Latin, Geometry, Algebra, Nature Study. Churchwoman. Degree desirable. Salary £70 resident. JA 9795
- Two Mistresses** for Good School on Sussex coast to teach between them Elementary Science, Mathematics, Classics, German. JA 9804, 9805
- Mistress** for School in North of London to teach English, Mathematics, Geography, French. Degree and experience. Age over 25. Protestant. Salary £50 resident. JA 9818
- Two Mistresses** for School on South Coast. General English subjects, Drawing, Games, Arithmetic, Mathematics. Churchwomen. Salaries £40 to £50 resident. JA 9868, 9869
- Mistress** for Private School on Kent Coast, for English subjects, German, Drill, Hockey. Age 25 to 30. Churchwoman. Salary £50 to £60 resident. JA 9895

JUNIOR and KINDERGARTEN POSTS.

- Junior Mistress** for High School in West of England, to act as Second House Tutor in Boarding House for 25 girls. Games essential. Age 20 to 25. Some experience desirable. JA 9749
- Kindergarten Mistress** experienced for Public School in Kent to take charge of Kindergarten and Preparatory, and to train students. Nonconformist preferred. Salary £70 non-resident. JA 9831
- Junior Mistress** for High School in London to teach English, Arithmetic, Needlework, French (oral). Training needed, preferably not Froebel. Salary £100 non-resident. JA 9852
- Mistress** for Preparatory Kindergarten and Form I in High School in Yorkshire. Nature-study needed. Salary £60 resident. JA 9855
- Kindergarten and Form I Mistress** for High School in Cornwall. Drawing needed. Churchwoman. Experience desirable. Salary £50 resident or £80 non-resident. JA 9910

MUSIC, DRAWING, and GYMNASTICS POSTS.

- Mistress** to teach Class Singing and Theory of Music in High School in Yorkshire. Training on Modern lines desirable. JA 9780
- Three Resident Mistresses** for School on Kent Coast. (1) Piano, Theory, Harmony, Singing. (2) Art, Botany, Nature Study. (3) Games, Gymnastics. JA 9799, 9801
- Art Mistress** for Public School in Lancashire. Salary £100 to £120 non-resident. JA 9831
- Gymnastics Mistress** for School in Kent. Experience. Training at Bedford or Dartford preferred. Salary £70 resident. JA 9834
- Music Mistress** in Private School in Yorkshire. Salary £40 to £50 resident. JA 9866

Teachers who would like to apply for any of these posts should write at once for the Regulations of the Agency. No Registration Fee is charged to Members of the following Societies:—

**The Teachers' Guild,
Association of Assistant Mistresses,
The College of Preceptors;**

and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: MISS ALICE M. FOUNTAIN.

CARDIFF EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR BOYS, HOWARD GARDENS.

A CHIEF SCIENCE MASTER is required on September 1st, 1914. Applicants should be well qualified in Chemistry and Physics, and should be graduates in Honours in one of these subjects. Only those with experience in teaching need apply. Mathematics, and ability to take a fair share in the corporate life of the school, an additional recommendation. Salary £160, rising by annual increments of £10 to £220 per annum. Forms of application and full particulars may be obtained from the undersigned, to whom all applications should be forwarded on or before June 8.

JOHN J. JACKSON,

Director of Education.

City Hall, Cardiff.

CARDIFF EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS, HOWARD GARDENS.

FORM MISTRESS required in September next. Candidates must have Degree or equivalent (subjects: Mathematics and Physics) and experience or training. Salary £100, rising to a maximum of £170 per annum.

Forms of application may be obtained from the undersigned, and must be returned not later than June 15th.

JOHN J. JACKSON,

Director of Education.

City Hall, Cardiff.

ST. MARTIN'S-IN-THE-FIELDS ENDOWED HIGH SCHOOL FOR GIRLS, 15, CHARING CROSS ROAD, W.C.

HEAD MISTRESS: Miss C. H. BANNISTER, Mathematical Tripos, Cambridge.

MATHEMATICAL MISTRESS wanted in September. Honours Degree or equivalent and good previous Secondary School experience essential. Training desirable. Games a strong recommendation. State subsidiary subject offered.

Initial salary £120 to £140 according to qualifications, rising, by annual increments of £10 subject to satisfactory service, to maximum of £220.

Apply to the HEAD MISTRESS before June 6th.

DURHAM COUNTY COUNCIL.

GIRLS' SECONDARY SCHOOL, DURHAM. Head Mistress: Miss NORA NICKALLS (Somerville College, Oxford).

SCIENCE MISTRESS required in September to teach Chemistry and Physics to the standard of University Entrance Scholarships. Good Science Degree and Secondary School experience essential. Completed applications must be received by first post on Monday, 8th June, 1914.

Salary according to County Scale, particulars of which, together with application form, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing directly or indirectly will disqualify.

J. A. L. ROBSON,

County Secretary for Higher Education. Shire Hall, Durham, 19th May, 1914.

CORNWALL EDUCATION COMMITTEE.

Wanted, for September next, an ASSISTANT PHYSICAL TRAINING INSTRUCTRESS to teach in Secondary Schools and to hold Teachers' Classes. Applicants must hold the Diploma of one of the recognized Physical Training Colleges and be thoroughly familiar with elementary school conditions. Commencing salary £110 (non-resident). Form of application and further particulars, on receipt of stamped addressed foolscap envelope, may be obtained from the undersigned, to whom all applications must be sent on or before 15th June, 1914.

F. R. PASCOE, Secretary.

Education Department, County Hall, Truro, May, 1914.

COUNTY BOROUGH OF MERTHYR TYDFIL.

CYFARTHFA CASTLE MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, to commence duties in September, a MISTRESS to teach Commercial Subjects (including Shorthand and Typewriting). Preference given to candidates with University training. Experience of similar work in a recognized secondary school essential. Initial salary £100 to £120 per annum, according to qualification and experience. Application forms will be sent on receipt of a stamped addressed foolscap envelope.

RHYS ELIAS,

Director of Education.

Town Hall, Merthyr Tydfil, May 19th, 1914.

(UNIVERSITY OF LONDON.) KING'S COLLEGE FOR WOMEN.

DEPARTMENT OF HOUSEHOLD AND SOCIAL SCIENCE.

The Executive Committee will shortly proceed to the appointment of a WARDEN of this Department (woman) to take office in January, 1915. Salary £300. The post will ultimately be residential.

Further particulars may be obtained from the SECRETARY of the Household and Social Science Department, by whom applications should be received not later than June 27th at 13 Kensington Square, W.

MANCHESTER EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS, HARPURHEY.

Head Mistress:

Miss AMY E. BELL, St. Hugh's Hall, Oxford (Final Honours School of English Language and Literature).

The Committee invite applications for the following appointments:—

(1) FORM MISTRESS, with Honours Degree in History.

(2) FORM MISTRESS, well qualified in Latin and English.

In either case, ability to teach Geography or Class Singing will be a recommendation.

Full particulars of the duties and conditions of the appointment may be had on application to the undersigned. Forms of application must be returned by Saturday, June 6th.

Canvassing, directly or indirectly, will disqualify a candidate.

SPURLEY HEY,

Director of Education.

Education Offices, Deansgate, Manchester.

May 21st, 1914.

COUNTY BOROUGH OF WEST HAM.

CENTRAL SECONDARY SCHOOL (Co-educational), STRATFORD, E.

The Governors invite applications for the post of ASSISTANT MISTRESS at the above School.

The candidate appointed will be required to work mainly with pupils of eleven and twelve years of age, and to commence duty on the 7th September next. She must be a Graduate and a good disciplinarian, and must be prepared to take an active and real interest in the games and social life of the School.

Principal subjects: English and History. Subsidiary subjects should be stated. Initial salary £120 to £140 per annum, according to qualifications and experience, rising by annual increments of £10 to a maximum of £200 per annum.

Application Forms may be obtained from the undersigned, and must be returned, with copies of three recent testimonials, by Wednesday, the 17th June, 1914.

Education Department,

95 The Grove, Stratford, E.

19th May, 1914.

H. W. GREAVES,

Town Clerk.

CITY OF HULL EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR GIRLS. Head Mistress: Miss G. H. ROWLAND, B.Sc. Lond.

The Governors invite applications for the post of BOTANY MISTRESS in the above School. Applicants should possess a University Degree: Honours in Botany are desirable, but not essential. Games will be a recommendation. The successful applicant will be required to commence duty in August next.

Commencing salary £110 to £125 per annum, according to qualifications and experience. Forms of application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, and must be returned so as to reach me not later than the 15th day of June, 1914.

Education Offices,

Albion Street, Hull.

19th May, 1914.

J. T. RILEY,

Director of Education.

BOURNEMOUTH COLLEGIATE SCHOOL FOR GIRLS.

Required in September three resident MISTRESSES: (i) to take Mathematics and Geography on modern lines; (ii) to take English Literature, History, and Latin; (iii) Preparatory Department Mistress, with full Froebel Certificate and ability to train students. Degrees and experience or training essential in first two cases. Salary according to qualifications. Apply to the PRINCIPAL.

BRIDGNORTH GIRLS' PUBLIC HIGH SCHOOL.

Wanted, in September, an ASSISTANT MISTRESS, specially qualified to teach Geography and elementary Mathematics and help with Games. Salary £100, rising to £120. Non-resident. Apply—Miss ANDERSON.

NORTHAMPTONSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

HIGH SCHOOL FOR GIRLS, KETTERING.

Applications are invited for the appointment of a MATHEMATICAL MISTRESS, with Latin; junior English also a recommendation. A Degree or its equivalent and High School experience essential.

The salary offered is £120 per annum, rising to £150 per annum.

Forms of application, which must be returned not later than 13th June, 1914, can be obtained from the undersigned.

J. L. HOLLAND,

Secretary for Education.

County Education Offices, Northampton, May 1914.

NORTHAMPTONSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

COUNTY HIGH SCHOOL, WELLINGBOROUGH.

An ASSISTANT MISTRESS is required in September next to teach Latin, with Mathematics and English as subsidiary subjects. Good discipline, training, and experience of High School work are essential. Ability and willingness to assist in the games will be a recommendation.

A salary of £120, rising to £150, is offered.

Forms of application, which should be returned not later than 13th June, can be obtained from the undersigned.

J. L. HOLLAND,

Secretary for Education.

County Education Offices, Northampton, May 1914.

LEEDS CENTRAL TECHNICAL SCHOOL.

Applications are invited for the post of HEAD OF THE CHEMICAL DEPARTMENT, to begin duties in September. University Degree and Technical School experience essential. Salary £200 per annum.

Applications, which must be made on forms to be obtained from the undersigned, should be endorsed "Technical School" and returned to the undersigned not later than the 1st July.

JAMES GRAHAM,

Secretary for Education.

Education Offices, Leeds.

AMMANFORD, CARMARTHENSHIRE.

THE AMMAN VALLEY INTERMEDIATE SCHOOL.

Applications are invited for the following positions in the above new School, which is to be opened in September 1914:—

(1) SENIOR SCIENCE MASTER for Physics and Chemistry. Initial Salary, £140.

(2) MATHEMATICAL MASTER. Initial salary, £140.

(3) MASTER FOR WOODWORK AND METALWORK. Ability to teach Art desirable. Initial salary, £120.

(4) MISTRESS FOR DOMESTIC SUBJECTS (Cookery, Laundry, Needlework). A good knowledge of Science and Advanced Hygiene essential. Initial salary, £100.

Also three other Teachers (one MASTER and two MISTRESSES) for the following form subjects:—English, History, Welsh, French, Latin, Geography, Botany, and Book-keeping. Initial salaries: Master, £130; Mistresses, £120. Ability to teach Music or Physical Exercises and to take part in School Games will be considered a recommendation.

Except in the cases of the Manual Instruction Master and the Domestic Mistress, preference will be given to graduates who possess experience in teaching. Applicants should state what principal subjects they offer and also what subsidiary subjects they are prepared to take.

Applications, stating age and qualifications, with copies of testimonials, should be sent by June 20th to the HEAD MASTER, c/o Mr. T. M. EVANS, Solicitor, Ammanford.

COUNTY SCHOOL, PORT TALBOT, GLAM.

Wanted, in September, a TECHNICAL MISTRESS to teach Cookery and Needlework and assist with Junior English subjects. The Mistress appointed will be responsible for the preparation of the mid-day meal for such pupils as require it, possibly some 50 or more. Must be experienced. Salary offered £100 to £120. Apply, stating qualifications fully, to the HEAD MASTER.

MATRON HOUSEKEEPER

required; able to teach Cookery and Needlework in High Class Girls' Boarding School. Good salary.—HOOVER'S, 13 Regent Street, London. Also Vacancy for GOVERNESS MATRON. No booking fee.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the Summer and September Terms for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS for Girls' Secondary School in the South, to teach general elementary Subjects. Degree or equivalent essential. Salary £110 non-res.—No. 867.

ASSISTANT MISTRESS for Girls' High School in the North, to teach Latin and English. Recommendation to offer Geography and Class Singing. Graduate essential. Salary £110 to £160 non-res.—No. 862.

FORM MISTRESS for Girls' High School in the North, to teach History. Recommendation to offer Geography or Class Singing. Graduate essential. Salary £110 to £160 non-res.—No. 861.

SENIOR MISTRESS for good-class Girls' School in the West, to teach History and English to Matriculation standard. Recommendation to offer Piano, Botany, Geography, Drill, or some Latin. Experience essential. Salary £50 res.—No. 863.

ASSISTANT MISTRESS for Girls' High School in the South-West, to teach English, History, Geography, Mathematics, and Latin. Experience essential. Salary £50 res.—No. 857.

ASSISTANT MISTRESS for Girls' Secondary School in the West, to teach Commercial Subjects. Salary £100 to £120 non-res.—No. 853.

ASSISTANT MISTRESS for large Secondary School near London, to teach Geography. Graduate essential. Salary £120 non-res.—No. 840.

ASSISTANT MISTRESS for large Secondary School in London, to teach general Form Subjects. Recommendation to offer Singing or French. Graduate essential. Salary £120 non-res.—No. 834.

FIRST FORM MISTRESS for Girls' College in the North, who can offer German. Experience essential. Salary £50 to £80 res.—No. 801.

ASSISTANT MISTRESS for high-class Girls' School within easy reach of London, to teach English. Degree and experience essential. Salary according to qualifications and experience.—No. 731.

SENIOR MISTRESS for Girls' Private School the North, to take entire charge of Class I, to teach English subjects, Latin, and elementary German. Experience essential. Salary £60 res.—No. 748.

ASSISTANT MISTRESS for High School in the Midlands, to teach general Form Subjects, Needlework, Singing, and Drill. Degree essential. Salary £100 non-res.—No. 825.

KINDERGARTEN AND LOWER FORM MISTRESSES.

KINDERGARTEN MISTRESS for School in the North, to teach Ablett's Drawing, Brushwork, Class Singing, and to help with Games. Salary £40 res., rising to £55 res.—No. 669.

KINDERGARTEN MISTRESS for Private Day and Boarding School in South Africa, to take charge of the Kindergarten and to instruct two Students in the Theory and Practice of Kindergarten Teaching. Salary £75 res.—No. 535.

JUNIOR MISTRESS for Dual School in the North, to help with the Kindergarten Class and Lower Form work. Salary according to qualifications and experience.—No. 821.

KINDERGARTEN AND LOWER FORM MISTRESSES—continued.

JUNIOR MISTRESS for Private School on the South Coast, to teach Ablett's Drawing, Drill, Painting, and junior English. Salary £30 res.—No. 864.

KINDERGARTEN MISTRESS for Private School on the South Coast, to teach Art, Botany, Nature Study, and English. Salary according to qualifications and experience.—No. 793.

GAMES AND GYMNASIIC MISTRESSES.

MISTRESS for Private School on the South Coast, to teach Games and Gymnastics. Recommendation to offer junior English. Salary according to qualifications and experience.—No. 792.

MISTRESS for Private Day and Boarding School in the North, to teach Swedish Gymnastics, Hockey, Swimming, and Dancing. Recommendation to offer Model and Freehand Drawing, Violin and Cello, Physics or Botany. Salary £45 res., rising to £60 res.—No. 794.

MISTRESS for good-class School in Scotland, to teach Gymnastics and Games. Salary £60 res.—No. 859.

VISITING MISTRESS to teach Drill in Secondary Schools in London. Experience essential. Salary £100 non-res.—No. 848.

FOREIGN MISTRESSES.

MISTRESS for Private School on the South Coast, to teach French. Recommendation to offer elementary Drawing. Salary £60 to £70 res.—No. 808.

MISTRESS for Girls' School in the North, to talk and read French throughout the school, German, Needlework, or Drawing. Salary £25 res.—No. 815.

MISTRESS for Private School in the South, to teach French to Matriculation standard. Salary £40 res.—No. 869.

MUSIC AND ART MISTRESSES.

TWO MUSIC MISTRESSES for high-class School in the South-West, one of whom should have trained in Dalcroze Eurhythmics. Degree with experience essential. Salary £120 non-res.—No. 735.

MUSIC MISTRESS for Private School on the South Coast, to teach Piano, Harmony, Theory, Solo and Class Singing. Salary according to qualifications and experience.—No. 790.

MUSIC MISTRESS for Private Day and Boarding School in South Africa, to teach Piano and Violin. Salary £90 res. Passage paid.—No. 536.

MUSIC MISTRESS for School for the Blind in London, to teach Piano and Class Singing. Salary £35 res.—No. 816.

MUSIC MISTRESS for Private School on the South Coast, to teach Piano. Degree with experience essential. Salary £30 res.—No. 852.

ART MISTRESS for Private Day and Boarding School in Scotland, who would be required to take charge of the Kindergarten Form and to teach junior English. Salary £40 to £45 res.—No. 771.

MUSIC AND ART MISTRESSES—continued.

ART MISTRESS for visiting Secondary Schools in London. Certificates essential. Salary £140 non-res.—No. 850.

MISTRESS for Private School on the South Coast, to teach Art, Botany, Nature Study, elementary English on Kindergarten lines. Salary according to qualifications and experience.—No. 793.

MATHEMATICAL AND SCIENCE MISTRESSES.

ASSISTANT MISTRESS for Private School within easy reach of London, to teach Mathematics and Science. Degree and experience essential. Salary £60 res.—No. 719.

ASSISTANT MISTRESS for Girls' College in the North, to teach Mathematics and Chemistry. Recommendation to offer general elementary English Subjects. Degree and experience essential. Salary £70 to £80 res.—No. 842.

ASSISTANT MISTRESS for large Secondary School in London, to teach Mathematics and Science. Degree and experience essential. Salary £120 non-res.—No. 835.

FORM MISTRESS for Girls' Grammar School in the North, to teach Mathematics, Latin, and French. Graduate essential. Salary £110 non-res.—No. 858.

ASSISTANT MISTRESS for Girls' County School in the Midlands, to teach Mathematics and to help with some Science. Degree and experience essential. Salary £130 non-res.—No. 722.

ASSISTANT MISTRESS for Girls' Secondary School in the North, to teach Mathematics. Recommendation to offer other subjects. Salary £100 non-res., rising.—No. 804.

MODERN LANGUAGE MISTRESSES.

MODERN LANGUAGE MISTRESS for Private School on the South Coast, to teach French and German. Salary according to qualifications and experience.

ASSISTANT MISTRESS for large Secondary School in London, to teach French. Recommendation to offer Latin. Residence abroad essential. Salary £120 non-res.—No. 847.

SENIOR FRENCH MISTRESS for high-class Boarding School in the North, to teach French throughout the School. Experience essential. Salary according to qualifications and experience.—No. 865.

MATRONS AND LADY HOUSEKEEPERS.

SCHOOL NURSE for First Grade Public School in the North. Some Hospital training essential. Salary £40 res.—No. 833.

LADY COOK HOUSEKEEPER for Private School in the West, to take entire charge of the Cooking, and supervise the maids. Salary £20 res.—No. 798.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL

invites applications for the under-mentioned positions vacant in September, 1914.

THE COUNTY SECONDARY SCHOOL, BROCKLEY.

1. ASSISTANT MASTER, especially qualified to teach Mathematics. Candidates must have passed a final examination for a degree held by a recognized University, and must have mathematical qualifications of a higher order for the purpose of preparing for Open Scholarships. Commencing salary, from £150 to £200 a year, according to previous experience, rising to £300 by yearly increments of £10.
2. Full-time ART MASTER, at a fixed salary of £200 a year. Candidates must be qualified to teach all branches of Art customary in Secondary Schools, in which they should have had experience.

THE COUNTY SECONDARY SCHOOL, KENTISH TOWN.

1. ASSISTANT MISTRESS, to teach German and French.
 2. ASSISTANT MISTRESS, to teach Geography and History, who should be specially qualified in Junior Form work.
- Commencing salary, £120 to £170, according to experience, rising to £220 by yearly increments of £10. Candidates must have passed a Final Examination for a degree held by a recognized University. In special cases the degree requirement may be relaxed, provided a candidate is otherwise specially qualified.

Applications must be on the forms to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 22nd June, 1914, in the case of the Brockley School, and 15th June, 1914, in the case of the Kentish Town School.

Every communication must be marked "H4" on the envelope. Canvassing, either directly or indirectly, is a disqualification for appointment. No candidate is eligible for appointment in a school of which a relative is a member of the Advisory Sub-Committee.

LAURENCE GOMME,
Clerk of the London County Council.
Education Offices:
Victoria Embankment, W.C.
25th May, 1914.

PORTSMOUTH EDUCATION COMMITTEE.

(Higher Education.)

GIRLS' SECONDARY SCHOOL.

HEAD MISTRESS: Miss A. M. KENYON
HITCHCOCK, B.A.

APPOINTMENT OF JUNIOR MISTRESS.

Applications are invited for the vacancy of JUNIOR MISTRESS at the above-named School. Candidates must hold a University Degree, or its equivalent, and must be qualified to teach English and elementary Mathematics.

Salary, £100 per annum, increasing after approved service by £5 per annum to £110.
Further particulars, and a copy of the application form, may be obtained by forwarding a stamped addressed foolscap envelope to the SECRETARY, at the Offices of the Committee, The Municipal College, Portsmouth.

BRIGHOUSE SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss A. FLEMING, M.A.

Wanted, in September next, a SCIENCE MISTRESS (Science, Mathematics, Gardening). University Degree (or equivalent) in Science essential. Initial salary from £110 to £125, according to experience. Application forms to be obtained by sending stamped addressed envelope to the undersigned, to whom applications must be returned not later than June 8th.

T. WALLING,
Secretary for Education.
Education Office, Brighouse.

CORNWALL EDUCATION COMMITTEE.

CAMBORNE COUNTY SECONDARY SCHOOL FOR GIRLS.

Wanted in September next a FORM MISTRESS for Lower School work. Degree or equivalent. Good English and experience or training essential. Salary £100, rising by annual increments of £10 to a maximum of £140. Apply, on or before 6th June, 1914, stating full particulars, to the HEAD MISTRESS, County School, Camborne.
20th May, 1914.

DURHAM COUNTY COUNCIL.

HIGH SCHOOL FOR GIRLS, DARLINGTON.
Head Mistress: Miss ELEANOR TROTTER,
M.A. (London).

CLASSICAL MISTRESS wanted in September. Subsidiary subject, Modern History. Preference will be given to candidates who have had experience in coaching for University scholarships.

Completed applications must be received by first post on Monday, 15th June, 1914.

Salary according to County Scale, particulars of which, together with application form, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing, directly or indirectly, will disqualify.

J. A. L. ROBSON,

County Secretary for Higher Education.
Shire Hall, Durham.
20th May, 1914.

WORCESTERSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

KIDDERMINSTER HIGH SCHOOL FOR GIRLS.

Wanted an ASSISTANT MISTRESS, to begin duty next September. Subjects—Physics, Chemistry, and Botany. Candidates should have a Science Degree, and should be able to help in Mathematics. Previous experience in a High School or a Secondary School is desirable. Salary, £120 per annum, non-resident.

Applications, accompanied by copies of recent testimonials, should be made on Form 279, copies of which may be obtained from the Director of Education, County Education Department, Worcester. The applications should be sent to Miss Y. G. RAYMOND, Head Mistress, High School for Girls, Chester Road, Kidderminster, to reach her by June 11, 1914.
[V. 250.]

COUNTY BOROUGH OF SUNDERLAND.

BEDE COLLEGIATE SCHOOL FOR BOYS.
Head Master: Mr. G. T. FERGUSON, B.A.,
B.Sc. (Lond.)

A member of the staff having been appointed to a Head Mastership, an ASSISTANT MASTER is wanted, to begin work on September 15th. Honours degree in Classics, power of discipline, and teaching ability and experience essential. Ability to teach Geography well a recommendation. Salary £170, rising by scale to £200. Salary scale and application form obtainable on sending stamped addressed envelope to the undersigned, who will receive applications until June 10th.

HERBERT REED,
Education Secretary.
15 John Street, Sunderland.
May 22nd, 1914.

BANGOR NORMAL COLLEGE.

The North Wales Counties Training College Committee require the services of—

- (1) A LECTURER IN RURAL SCIENCE (Man). Salary £150 resident.
- (2) A LECTURER IN ENGLISH LANGUAGE AND LITERATURE (Woman). Salary £100 to £120 resident.

Applications, which must be on the official forms, must be received not later than June 25th, 1914.

Forms of application and further particulars may be obtained from the PRINCIPAL, Normal College, Bangor, North Wales.

PENDLETON HIGH SCHOOL, MANCHESTER.

Required, September, NATURAL SCIENCE MISTRESS. Subjects: Chemistry, Physics, Botany, Nature Study; Games desirable. Salary from £110. Unlikely applicants will not be communicated with. Applications, with copies of testimonials, to be sent to the HEAD MISTRESS.

WANTED, in September, MISTRESS to take charge of School Gardening, Nature Study, and Botany, with some junior Art teaching. Apply—HEAD MISTRESS, Bridlington High School, Bridlington, Yorkshire.

COLCHESTER COUNTY SCHOOL.

Required, in September, DOMESTIC SCIENCE MISTRESS, to teach Cookery and Needlework, and to undertake the management of the School dinners. Initial salary from £100, according to qualifications. Apply, with testimonials, to HEAD MISTRESS.

CAPABLE, well-educated English Girl (about 20) would be received au pair in high-class Pensionnat, Canton de Vaud, Switzerland. Entrance as soon as possible. Apply—FAITH M. PUGH, Craik-y-don, Llandudno.

UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

(One of the Constituent Colleges of the University of Wales.)

DEPARTMENT OF EDUCATION.

APPOINTMENT OF INSTRUCTRESS IN PHYSICAL EXERCISES.

The Council invite applications for the post of INSTRUCTRESS IN PHYSICAL EXERCISES at the above-named College.

Full particulars may be obtained from the Registrar.

Applications, together with testimonials, must reach the undersigned, not later than Monday, June 23rd, 1914.

J. H. DAVIES, M.A.,
Registrar.

UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.

(A Constituent College of the University of Wales.)

Wanted, a HEAD MISTRESS for the Preparatory School and Kindergarten and MISTRESS of METHOD in the Kindergarten Training Department. Salary £120. Duties to begin in September. Applications and testimonials should be received not later than June 13th by the undersigned, from whom further particulars may be obtained.

JOHN EDWARD LLOYD, M.A.,
Secretary and Registrar.

May 22, 1914.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY BOYS' SCHOOL.

Wanted, in September next, MODERN LANGUAGE MASTER, mainly for French, to teach up to University Scholarship standard. Oxford or Cambridge Honours man preferred.

Commencing Salary £180-£200, according to qualifications and experience.

Applications should be sent to the PRINCIPAL on or before Monday, 22nd June, 1914.

G. S. BAXTER, Secretary.

ST. SAVIOUR'S AND ST. OLAVE'S GRAMMAR SCHOOL FOR GIRLS, New Kent Road, S.E.—Wanted in September FORM MISTRESS. History Honours Degree and good English. Elementary Geography desirable, but not essential. Some experience in secondary school teaching required; training also preferred. Initial salary according to qualification and experience, rising by £10 to £240. Good pension scheme.—Apply, giving age, qualifications, and copies of testimonials, to HEAD MISTRESS.

SCHOOL VACANCIES.—

(Yorks) Form Mistress with degree or experience, good Mathematics (Latin or French). £110 non-resident.—(Lond.) Head English. £60.—(Cornwall) History, Geography, Mathematics. £50.—(Wales) Good Music, Junior English. £40.—(Yorks) Kindergarten. £40.—HOOPER'S, 13 Regent Street, London. Other vacancies. No booking fee. Stamp.

COWLEY GIRLS' SCHOOL,

ST. HELENS.—Required, in September, Graduate Mistress for Geography. Able to take Form subjects. Salary £100 to £150, according to scale. Apply before June 8th to HEAD MISTRESS.

KENDRICK SECONDARY SCHOOL FOR GIRLS, READING.

Wanted, in September, an ASSISTANT MISTRESS specially qualified to teach Geography and some Botany. Salary £120 per annum. Applications must reach the HEAD MISTRESS at the School not later than 18th May.

HOLBORN ESTATE GIRLS' SCHOOL

(19 Houghton Street, Aldwych, London).—FORM MISTRESS required, September, to teach principally French. Minimum salary, £120. Good discipline essential.—Apply HEAD MISTRESS.

GOVERNESS MATRON required (Orphanage). Train girls 8 to 16. Teach elementary subjects, Class-Singing, Needlework. £30.—HOOPER'S, 13 Regent Street, London. No booking fee. Stamp. Established 1881.

SECONDARY SCHOOL (Dual),

CASTLEFORD, YORKS.—Wanted, ASSISTANT MASTER to teach German or French, or both. Commencing salary, £140 to £150, according to experience and qualifications. Application forms (which may be obtained from the undersigned on receipt of addressed foolscap envelope) to be returned not later than June 8th to Mr. C. T. LIGHTLEY, Clerk to the Governors, 77 Carlton Street, Castleford.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH AND GENERAL VACANCIES.

- Senior Mistress** for Co-educational Secondary School. English and History special subjects. Graduate looked for. Commencing salary £140 non-resident.—No. 956.
- Form Mistress** specially qualified in Mathematics, Latin, or French. Degree and Secondary School training or experience essential. Salary £110 non-resident.—No. 964.
- Assistant Mistress** to teach Welsh and either Manual Work or Swedish Drill. Experienced. Salary £100 to commence non-resident.—No. 955.
- Junior Mistress** for Secondary School. English and elementary Mathematics. Must hold degree or equivalent Certificates. Commencing salary £100 non-resident.—No. 969.
- Assistant Mistress** for ordinary Form subjects, Needlework, Singing, and Drill. Training and experience desirable. Commencing salary £100 non-resident. Mixed Secondary School.—No. 932.
- Graduate** to teach French and Junior Form work. One who has resided abroad essential. Commencing salary £100 non-resident. Endowed Grammar School.—No. 901.
- Mistress** for Latin, Mathematics, English, French, and German. Salary £70 resident. High-class School in Surrey.—No. 973.
- Trained and Certificated Mistress** to teach English subjects, Arithmetic, elementary Latin, and Mathematics. Cyclist desired. Salary £60 resident. High-class School in Surrey.—No. 915.
- Assistant Mistress** for English and History. Drill. Graduate looked for. Salary £95 non-resident.—No. 974.
- Mistress** for good History and Literature up to Senior Local and Matric. standard. Salary £50 resident. High-class School.—No. 975.
- First Form Mistress** for County School. One holding Higher N.F.U. certificate desired. Geography or Drawing a recommendation. Salary £80 non-resident.—No. 980.
- Graduate** for good all-round subjects. Salary about £50 resident.—No. 976.
- Assistant Mistress** for junior Geography, Arithmetic, and Drawing. Certificated Higher Local. Churchwoman essential. Salary £50 resident.—No. 966.
- Mistress for Junior Forms.** English, Arithmetic, elementary Geography and History. Drill. Salary £75 to £110 non-resident. One Trained and Certificated desired.—No. 958.
- Assistant Mistress** for English, History, Geography, English Language and Literature, and French. Churchwoman essential. Salary about £50 resident.—No. 927.
- Head English Teacher** able to prepare pupils for Oxford Locals. Good experience or Degree desired. Salary about £50 resident.—No. 936.
- English Mistress** for Mathematics, Modern Geography, and some English, Scripture. Graduate looked for. Salary about £55 resident.—No. 930.
- Assistant Mistress** for thorough English, Botany and Nature work, Arithmetic, Algebra, and Geometry. Fair salary resident.—No. 928.
- Guatemala.—Governess** for two girls, 10 and 11. General English. Age about 35 to 40. Salary about £80 resident.—No. 918.

ENGLISH AND GENERAL VACANCIES (continued).

- Mistress** for Mathematics, Arithmetic, Botany, Geography, Games, and some English. Salary £50 resident.—No. 911.
- Junior Form Mistress**, well qualified in English, French, and Physical Exercises. Secondary School training or experience. Salary to be arranged. Resident or non-resident.—No. 903.
- English Mistress** for good Geography and English subjects, up to Senior Cambridge standard. Salary £45 resident.—No. 849.
- Form Mistress** for Latin and Mathematics to Inter. Arts London standard. Games. Church of England. Fair salary, resident.—No. 937.
- Senior Mistress** for Latin, Greek, and Mathematics, History and Literature. Graduate or equivalent looked for. Salary to be arranged, resident.—No. 897.
- Experienced Mistress** for French, Geography, and Arithmetic. German, Mathematics, or Science a recommendation. Salary up to £60 resident.—No. 984.
- Graduate** for Mathematics, Latin, English, and Geography. £50 resident.—No. 988.

SCIENCE AND MATHEMATICAL VACANCIES.

- Mistress** for Mathematics, Physics, Chemistry, and Botany. Salary £70 resident. Good class School in Surrey.—No. 974.
- Mistress** for Botany for Cambridge Locals. Nature-study, and Mathematics in lower Forms. Graduate or equivalent with Secondary School training or experience desired. Salary to be arranged, resident or non-resident.—No. 902.
- Mistress** for Mathematics, Botany, elementary Physics, and French. R.C. essential. Salary £45 resident.—No. 917.
- Teacher of Agriculture and Chemistry.** County Intermediate School. Commencing salary £100 non-resident.—No. 965.
- Assistant Mistress** for Science and Nature Study. Games a recommendation. Commencing salary £140. Secondary School in London.—No. 983.

MODERN LANGUAGE VACANCIES.

- Mistress** for good French and German, and to take elementary classes in English. Salary to be arranged, resident. School in North of England. Wanted September 1.—No. 933.
- Assistant Mistress** for good French and German. One who has resided abroad preferred. Church of England Convent Boarding School. Salary from £50 resident.—No. 841.
- Well qualified Mistress** for thorough French and German. Must speak both languages fluently. High-class School on South Coast. Fair salary resident.—No. 767.

ART VACANCIES.

- Mistress** for good Drawing and Painting. High-class Boarding School—18 Mistresses. Salary about £60 resident.—No. 978.
- Well qualified Art Mistress** for good School in Berkshire. Salary to be arranged.—No. 981.

ART VACANCIES—continued.

- Mistress** for Drawing and Painting. Able to prepare for R.D.S. Examinations. Salary £40 resident.—No. 935.
- Art Mistress** for school in Ireland. One holding Art Teachers' Certificate and able to take Junior Forms in English and French desired. Salary about £45 resident.—No. 929.
- Mistress** for School in North of England. Ablett's Drawing, junior English, and French. Salary to be arranged, resident.—No. 919.
- Mistress** for Art, Botany and Nature Study. High-class School on South Coast. Fair salary resident.—No. 909.
- Well qualified Art Mistress** for Drawing, Painting and Needlework. Churchwoman. Fair salary resident.—No. 792.

MUSIC VACANCIES.

- L.R.A.M. or A.R.C.M.** with experience, to teach Piano, Theory, and Harmony. Church of England. Salary £50 resident.—No. 922.
- Mistress** for Piano, Theory, and Harmony. L.R.A.M. or A.R.C.M. desired. Salary about £60 resident. Large School in Ireland—32 mistresses.
- Mistress** for Piano, Harmony, Theory, Solo and Class Singing. High-class School on South Coast. Salary to be arranged; resident.—No. 908.
- Music Mistress** for small Day School. One desired who would work up the Music connexion, and later join as partner. Terms to be arranged.—No. 904.
- Mistress** for Piano, Theory, Harmony, Part Singing, and to take preliminary Form in English. Salary £50.—No. 989.

KINDERGARTEN VACANCIES.

- China. — Kindergarten Mistress** for Dual School of about 90 pupils. Certificated and experienced desired. Able to teach Singing. Salary about £140, with furnished rooms, heat and light, but not board.—No. 741.
- Mistress** with Froebel Certificate and able to train students. Good School. Salary about £50 resident.—No. 960.
- Kindergarten Mistress** to take Form I, Needlework, Drawing, and Games. Salary about £50 resident.—No. 912.

TECHNICAL VACANCIES.

- Domestic Arts Mistress** for good School. Churchwoman. Salary to be arranged.—No. 883.
- Domestic Science Mistress** for Cookery, Laundrywork, Housewifery, Needlework, and Drill. Salary about £100 non-resident.—No. 880.
- Mistress** for Cookery, Laundry work, elementary Chemistry and Physics, &c. Salary about £65 resident.—No. 780.

FRENCH MISTRESS required holding Diploma. Protestant. Salary £50 with laundry.—No. 763.

FRENCH MISTRESS required for French, German, and Music. Experienced. Salary up to £60 resident.—No. 764.

150 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 426 for brief particulars of some of the Schools **Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT** now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**
Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 GERRARD.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

WANTED, in September, MUSIC MISTRESS for High School in the North to teach Piano, Theory, Harmony, and Class Singing. Degree essential, and one with experience preferred. Address—No. 9,774.*

ANY Lady of experience wishing to take over an old-established good-class GIRLS' DAY AND BOARDING SCHOOL should communicate with Advertiser. Absolutely sound and reliable. Address—No. 9,776.*

RESIDENT ASSISTANT MISTRESS, with Degree or equivalent, wanted in September. Subjects: Mathematics, Botany, English, and possibly Latin. State experience, age, and salary required. Address—No. 9,784.*

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THE ORIENTAL MIND.

AS a consequence of a variety of causes, such as the Delhi Durbar, sedition, and bomb throwing, the poems of Rabindranath Tagore, the South African Indians, things Indian have lately been rather boomed in the West. But the impression produced by the flux of talk about them in the Press is that the apparent interest is balanced by a real ignorance neither lady novelists nor scribbling globe-trotters can dispel. Of course, it is commonly supposed that the Oriental is inscrutable, and it is no doubt true that it would be an endless and thankless task to explore his psychology. But it is possible to exhibit cross-sections of his mind, which, if they are in the last resort inexplicable, at any rate show what it is like instead of resting content with the hackneyed abstract generalizations which masquerade as truth.

The thing can be done by exchanging the abstract method for the concrete, and by contrasting the Oriental with the British mind in certain directions. It is not necessary to make invidious distinctions, or show one to be better than the other. Both have their fine qualities and the defects of their qualities. But it cannot be gainsaid that they are different. Take, for instance, the attitude towards time in the East and West. One of the most remarkable things in India is the signal success with which the Indian sets time at defiance. In England we are accustomed to feel that time flies, and time past is irrevocable—*breve et irreparabile tempus*. We regretfully acknowledge that the flying years glide on, and that time is the great devourer—*Tempus edax rerum*—as the Latin poet reminds us. We are children of the Greeks, and have inherited the belief that what has been done not even the gods can undo. The Indian, however, knows much better than that. He can grow either older or younger at will, and the process is euphemistically known as the "correction" or "rectification" of age. But why, it may well be asked, does he want to do this, and how can he accomplish such an apparent impossibility? An Englishman might like to grow younger, but he seldom wants to grow older all at once. But either way he feels that circumstances are too strong for him. Not so the Indian, especially if he is educated. His early life tends to be overshadowed by examinations. There are the entrances to all sorts of careers, and it is extremely necessary to pass some of them. But with most of them an age-limit is connected, and a boy or young man may happen to be either too old or too young for any particular examination. Now, the Western mind would accept the inevitable, and cease to trouble about that for which age makes a man ineligible. But the Indian is not so easily daunted. If he is too old or too young for an examination which it is profitable for him to pass, why not adjust his age accordingly? We do not say that such ideas would occur either universally or generally. But they are certainly extremely common, and undoubtedly throw a certain light on the psychology of the Oriental mind. There is, then, often a direct motive to alter, or "correct," the age, and as for the impossibility, what could be easier?

After all, the Oriental mind is, as Sir Henry Maine observed, "elaborately inaccurate." Not being a Christian, the Indian has not enjoyed for long a fixed system of chronology; moreover, the Indian and Christian systems exist side by side, and it may not be always easy to fit them together. The fixing of a date—e.g. the date of birth—is therefore more difficult than in the West. Moreover, the registration of births is not so reliable or systematic, for various reasons, as in England. It may be due to these causes that it is quite common for an educated Indian to be unable to state his age precisely. He will say "perhaps" thirty-one, or fifty-three, and so on. Now if it were always a case of inaccuracy, of a perhaps, no doubt a little research might enable the man to be more precise in his statements and to state his age with certainty. But frequently it is necessary not merely to clear up an obscurity, but to demolish a rival theory. It is, for instance, a little awkward, when you want to prove that you are seventeen years old, that your age is entered in an important register as fifteen, on the strength of the deliberate

statement of a parent or guardian at the time of your admission to school. The opposing theory is of a somewhat stubborn character, for *litera scripta manet*. But the Indian is, as we have said, not easily daunted. The "moving finger" which

writes, and having writ,
Not all your piety or wit
Can lure it back to blot out half a line
Nor all your brains wash out a word of it,

has no terrors for him. May it not easily happen that the parent or guardian responsible for the entry had been mistaken or "inaccurate" in his representations? And after all, it is not so very difficult to produce evidence that the boy was born at some other time. In fact, the art of producing evidence is practised with much skill and ingenuity in India. The records of the law courts would furnish ample illustration of this. *Inter alia*, one of the commonest devices is to produce a horoscope showing the required date of nativity, for astrology is still a living thing, and it can be used for a purpose. Further, a horoscope can be bought cheap. It is one of those things that blesses him that gives and him that takes. It puts money into the astrologer's pocket, and supplies the buyer with the evidence he needs. The value of a horoscope seems to depend on its size. It may vary from quarto size to many yards long. The present writer was once confronted with one so long that it seemed worth while to measure it for curiosity. It was no less than 34 yards in length, was probably expensive, and must have been regarded as an absolutely overwhelming piece of evidence. If, then, the evidence can be produced, and there is a *prima facie* case for the rectification of age, the thing can be done, under proper restrictions, for Government takes care to keep it within limits. The restrictions are such that the correction costs money, and it is a fair principle that you should pay for your fun. One day, perhaps, it may be disallowed; meanwhile, presumably in order to make concessions to "inaccuracy" and the chronological difficulties with which the Indian mind has to contend, the practice is winked at by a benevolent and sympathetic Government. It is an expedient adapted to compass a certain end; it is known for what it is; an Indian once described it as "foul practice" to which he might be compelled by circumstances to resort. So there are no illusions about it. The point is that the practice is a symptom of the psychological climate of the country in which the educated Indian grows up. These things are set down not for praise or blame, but just to state the facts. For good or evil, it is a thing that does not happen in England, and may fairly be taken as a differential characteristic of the Oriental mind.

Inaccuracy, however, may assume other forms. One example has been given of the indifference, not to say the superiority, to time. Another form is unpunctuality. Here, again, the Indian is at a disadvantage compared with the modern European. The vast mass of the population reckons time by the sun, and watches are few, though cheap Swiss watches are becoming popular with the more educated classes. The Indian is not surrounded by clocks, nor is the hour always striking. In cantonments a gun is fired at midday, and that assists reckoning by the sun. But whatever the cause, punctuality is not a characteristically Indian virtue. Even if there is a clock in possession, it does not very much matter if it goes wrong or stops altogether. The deficiencies of the clock might serve admirably as an excuse for lateness. Only recently the writer found a large institution a quarter of an hour behind railway time because the clock was slow. Presumably, therefore, special arrangements and calculations would be necessary to ensure the catching of a train. Unpunctuality is one of the most besetting sins in schools and offices, and it is an offence that the public consider most venial. Parents, for instance, do not mind it in their children, and are always willing to condone it. Schoolmasters are not guiltless of it, and therefore regard it lightly in their scholars. They easily lapse into it, unless they are kept severely up to the mark, and they would not feel much shame

about it before their class. What they object to is to be found out. But for the sanction of this eleventh commandment, it is to be feared that unpunctuality would be extremely widespread. In fact, the native seems ready to endorse Wilde's epigram that "punctuality is the thief of time," and in his heart prefers procrastination and to fall into arrears. These things may be considered venial, perhaps trivial, offences. It all depends on your point of view. In the modern European's mind they are not trivial, for he believes that time is money, and that punctuality is necessary to the prompt and efficient despatch of business. On this matter East and West never seem to meet. It may be that it is a case of an inherent antithesis between the active and the contemplative types of mind. "Only Englishmen and dogs," according to a character in Kipling, "walk to and fro in the sun without reason," whereas the Indian frequently corresponds to the description "*sedet aeternumque sedebit*." As an Indian once remarked, the Indian conception of spending a holiday was "to make oneself merry by sitting idle." Who shall decide between the comparative merits of feverish energy and loafing on a holiday? NIHIL.

(To be continued.)

PLAY ACTING AND PLAY READING.

By FANNY JOHNSON.

EVERY art has its own pitfalls. That of the drama, being highly complex, is perhaps the most dangerous of all occupations, and the more fascinating to its votaries on that very account. That general and public interest is nowadays felt in things dramatic cannot be doubted. One can hardly open a newspaper or periodical of any kind without coming across some reference to the stage, from the extremely partial account of the local bigwigs in their latest amateur performance, as reported in the provincial press, to solid articles in the serious monthlies, which treat of dramatic art apart from social or commercial considerations. Between these lies a gulf; but the genuine amateur, or lover, must rejoice at any and every attention paid to his favourite art. He finds it a healthy sign. For instance, that playwright, actor, and public have a habit of mutual recrimination. The actor-manager, who is abused by the author for rendering his highest aspirations fruitless, in his turn vituperates the audience which incessantly demands the worst instead of the best that he is willing to offer. And then, again, the public is bewildered by a variety of counsel. Are they to follow, for example, the precepts of Mr. Gordon Craig, or of Mr. William Poel, in reference to stage scenery? Is the fluency of Mr. Bernard Shaw, or the reticence of Shakespeare in the matter of stage directions the more praiseworthy? Is the stage a proper medium for discussion? Shall plot or character "carry it" in the construction of a play? And so on, through all the various departments of the whole complex! And now comes Mr. Spingarn, in Vol. IV of the Collected Essays of the English Association (Clarendon Press, 5s. net), with "A Note on Dramatic Criticism" which, on the face of it, virtually denies that *theatre* and *drama* have any essential and indispensable connexion. This essay, the most important in a volume which contains three out of seven articles on things dramatic, will no doubt lead to discussion, since it reopens the whole question of "What is drama?" and shows how widely divergent have been the answers given from epoch to epoch.

Almost every page contains some incitement to controversy. We can all agree with the writer's main contention, that "a play is a work of creative imagination, and must be considered as such always, and as such only." But this, after all, does not carry us very far. The question rather seems to be whether we can conceive of drama as actually existing apart from the interpretative arts of music, dance, and acting, whether, in fact, theatre and drama *are* quasi-synonymous terms, as modern habit has almost suc-

ceeded in making them. It must, indeed, surely be admitted that the study of drama may be carried on apart from the practice of the theatre. Mr. Spingarn protests against the material and pedantic attitude of those who hold it needful for young playwrights and other learners to study the conventions of the theatre, the art of appealing to a mixed and motley audience, as though there were an *arcane théâtral*, to which neophytes were admitted by some hocus-pocus of initiation. This is sound and much needed advice. A dramatist born can learn his trade without ever having been inside a theatre, or knowing the difference between an apron stage and a handcart. This theatrical bric-à-brac, as Mr. Spingarn calls it, no more aids the production or the criticism of art than the collection of any other antiquarian ware makes the collector an artist. And yet the born dramatist instinctively loves the theatre, though he clearly perceives that all the world's a stage. On all sides we are struggling nowadays to return to some primitive *naïveté*, some freshness of outlook, apart from the canons with which each generation before us has obscured the arts. Not long ago Shakespearean criticism was extensively written by scholars who overlooked the fact that Shakespeare wrote for an audience and inevitably had a theatre in his mind's eye. Now the pendulum has swung in the opposite direction, and elaborate discussions about scenery and technique, about lighting and costume, and the rest of the theatrical chatter become shibboleths, like the chatter about "direct" methods of learning language. It is not the theatre *per se*, but the assumptions and arrogations of those who live on or upon it, against which Mr. Spingarn protests.

The educationist has to consider in this regard what is the proper guidance for students of the dramatic art. And here we may again join hands with Mr. Spingarn, and urge the necessity of reading as well as of acting plays. It is just as disastrous to be absorbed in consideration of costumes, attitudes, gestures, scenery and stage-effects, to the neglect of the play itself, as it was to regard the classical drama as a vehicle for philological instruction, and to be dimly aware that the greatest English dramatist was an important name in "Literature." Young students are obviously more inclined to plunge into the Charybdis of stage-convention than to strike against the rocky philological Scylla. I would point out a more excellent way, namely the habit of play-reading, as a musician reads a score, supplying mentally the interpretation for which the stage is the proper medium. The acting of plays is, after all, a natural result of the writing of them, but for some reason or another the *reading* of plays for pleasure has been eschewed by the English as compared with the presumably not more intelligent French or Germans. Indeed, until recently it was no easy matter to form the play-reading habit, for few plays had been published at prices accessible to the multitude.

Given popular prices, millions might read, as against thousands who could afford to *see*, a play, and thus a direct link be made between author and reader, to counterbalance the intimate tie that exists between spectator and actor. For reading is finally the chief corrective of the pernicious tendency to put the disciple, Irving, above his master, Shakespeare. Drama being, among other things, a branch of literature, all its greatest examples are contained in written books. Talk as we may about technique, it remains that a play is a story told in dialogue; that the best plays are *interesting* stories, and, moreover, that all plays are (comparatively) *short* stories, and hence one would think easier to read than long novels or epics. No doubt some persons are deterred by the look of a printed page in which only the speaker's name, perhaps in an abbreviated form, occurs, instead of the familiar "says he" or "says she" of their own spoken dialogue. For such falterers on the threshold the reading of plays *aloud* and the reading *in parts* is the only way.

And here another difficulty meets us, and a gap in our teaching system is apparent. For only those who have ever got up Play Readings can be aware how far short even the "educated" are from a respectable standard of reading aloud. The play-reading habit thus has the further incidental advantage of proving, and perchance improving,

the speaking voice. The glibness of tongue that makes a good reader is equivalent to the suppleness of finger acquired from constant practice by the musician, and hardly anyone *practises* reading aloud. There is no short cut to the accomplishment, and it can scarcely be taught in schools, where class work conceals individual defects. We have to look across the ocean, to such institutions as the School of Literature and Expression at Toronto, for hints, which it is odds but our parsimony will not allow us to put in practice. Failing any means to nourish the social Play Reading, much might, however, be done by public libraries and other local authorities in education by calling attention to the dramatic material which lies ready to hand in cheap and attractive form for individual readers. Scarcely a publisher of repute but has some few plays, frequently under the quaint heading of "Poetry and Drama," on his list. And several of the newer publishers are beginning to cater definitely for students of drama in a generous and inclusive sense, providing both popular prices and a considerable range of examples. An inquiry suggests a demand, and demand is apt to breed supply. One word in conclusion. The habit of play-reading, whether in the solitary study or in the social drawing-room, is, like dram-drinking, not easily relinquished. For the progress of the art it is as fruitful as play-acting.

HOLIDAY RESORTS.

"THE willingness of teachers to sacrifice a substantial portion of their holidays to the desire for improving their qualifications is an encouraging feature." We quote from the preface to "Summer Schools for Wales, 1914," by the Secretary of the Welsh Department, and, as our "Jottings" and advertisements testify, this new longing to go on pilgrimage is not peculiar to Wales. It is, we believe, a healthy movement and one to be encouraged. Mr. Davies commends it as an opportunity for intensive study in an academic atmosphere, but, as Chaucer's pilgrims were not all or wholly prompted by religious motives, so it is not simply professional zeal that induces teachers to frequent a holiday resort. If it were so, we should indeed be inclined to echo Talleyrand's warning against *trop de zèle*. For the fagged teacher at the end of term what could be a worse recipe than lectures in a stuffy classroom and a repetition of lessons, with the only difference that he is now the taught? Is it not better done, as others use, to make ducks and drakes on the seashore, or take a Cook's ticket somewhere out of the range of books and shop? Will he not say with Cicero, the most strenuous and indefatigable of mortals, "*hoc ipsum delectat nihil agere*"?

This is one aspect of the question, and the only one that presents itself to the conservative teacher of the old school. The objection is so far valid as it shows that Holiday Courses are not a universal nostrum. But other considerations will recommend them to the majority of young teachers. First, the place chosen is either some city worth visiting for its own sake or in the midst of beautiful scenery, and arrangements are always made for play no less than for work. Secondly, the provision of comfortable quarters at reasonable rates, without the bother of hunting for lodgings, is an attraction for most teachers, especially women. Thirdly, loafing is an enviable gift that few teachers possess, though they like to read about it in Hazlitt and R. L. Stevenson, and solitude is the last thing that they would relish. What they want and what they seek is change of scene, change of company, change even of work. A couple of lectures and an hour's attempt to acquire the true Parisian accent adds a zest to the afternoon's picnic and the concert or dance in the evening. If they are wise, they will, of course, consort with foreign students or their foreign hosts, or, if it is a Home Course, they will pick the brains of their *confrères* and not be afraid of talking shop. It is generally false modesty, not snobbishness, that makes schoolmasters in the holidays conceal their profession and avoid any reference to school. Pedagogics has a bad name

as the dismal science, and they are afraid of boring their neighbours. But this is a mistake, and the shop of the classroom or college must be more interesting to the outsider than the shop of the golf or race-course. Holiday Courses have come to stay, and anything is better than the rule of Cowper's masters, who

Dismissed their cares when they dismissed their flock,
Machines themselves and governed by the clock.

JOTTINGS.

WE have once or twice criticized *Everyman's* "French page" as unworthy of the gifted editor. It is a pleasure to report in a recent number (May 8) a faultless version, signed "E. Spencer Beesly." The passage, indeed, is so straightforward that it might well have been set for Junior Locals, but it would be hard to pick a page of French prose so simple that it would not exercise the translator and bring out qualities of style. We would suggest to Dr. Sarolea that, by way of a change, he should select a passage worthy of his steel, and give us, for example, a model version of "La Mort de Cromwell," set in the last examination for the Higher Certificate of the Scotch Board of Education.

AT the Easter Conference of the N.U.T. it was announced that Mr. C. W. Crook (Tottenham and Wood Green) had been elected Vice-President by a majority of eight thousand votes over the next candidate. For the place of conference for 1915 Blackpool was chosen by a narrow majority of votes over Margate.

THE School Journey Association send us their "Record" for 1913. This is the second year of publication, and gives in tabular form particulars of seventy-five journeys made during the past year. For heads of schools and managers it should prove an invaluable guide, pointing out, as it does, desirable localities, the accommodation that may be looked for, and the probable cost. But this, though of most practical use, is the less interesting part of the "Record." There are, besides, reports from the masters or leaders of typical excursions, on the Continent as well as in England, and accounts of summer and open-air schools to which children are sent in batches. The Board of Education has bestowed on the Association its blessing, but has so far refused to make any extra grant for school journeys. Till such time the Association must rely for funds solely on its members. The annual subscription is only 2s.—the price to non-members of the "Record"—and we trust that many of our readers will send in their names to the Hon. Treasurer, F. E. Rogers, Esq., 78 South Side, Clapham Common, S.W.

THE National Organization of Girls' Clubs will hold their Exhibition of Trade and Club work to be opened by H.R.H. The Duchess of Albany on Wednesday, the 10th, at 3 p.m. in Duke Street Hall, Duke Street, W. At 4 p.m. a Conference on Secondary Education, presided over by the President, Mrs. Creighton, will be held, and Mr. C. P. Trevelyan, M.P., is announced among the speakers.

MR. F. J. GOULD has returned from the United States after a teaching and lecturing tour of seven months organized by Prof. F. C. Sharp of Wisconsin University in co-operation with the Moral Education League. His missionary tour has been most successful, and a "Manual of Moral Instruction" especially compiled for American elementary schools is being widely adopted.

THE Teachers' Guild has issued the Program of the English Holiday Course for Foreigners to be held at the Letchworth Garden City, August 1 to 22. There will be seven courses, on Literature, Language and Phonetics, Law, History, Philosophy, and Architecture for which the services of distinguished Professors have been secured, besides supplementary courses, the subjects to be determined later in accordance with the wishes of the students. It is calculated that £7 will cover the cost for the three weeks including board and lodging. Foreigners should apply to Miss B. Foxley, 3 Norton Way, Letchworth, enclosing an international coupon.

THE Board of Education propose to appoint shortly some Assistant Inspectors (men) for service in the Elementary Schools Branch of the Board. There will be about seven vacancies. For these

particular vacancies applications will be confined to candidates who are over thirty years of age and not over fifty years of age on September 1, 1914, and who have had not less than eight years' experience as teachers in elementary schools. *Ceteris paribus*, preference will be given to candidates who have had experience as head teachers.

FRIENDS and admirers of Dr. Frazer have taken the completion of the Third Edition in twelve volumes as a fitting occasion of doing honour to the author of "The Golden Bough." A strong committee has been formed for the purpose of establishing a Frazer Fund for Social Anthropology. The Fund will be held in trust by the University of Cambridge, and from it grants will be made to travelling students of either sex who propose to investigate problems in the culture and social organization of primitive peoples. Names of those wishing to join the Committee should be sent to the Hon. Secretary and Treasurer, Mr. F. M. Cornford, Trinity College, Cambridge, who will also receive contributions.

THE Association of Teachers in Technical Institutions will hold its eighth Annual Meeting at Liverpool during Whitsuntide. On June 1 Mr. P. Abbott will deliver his Presidential Address. Papers will be read by Mr. W. Hewitt, Director of Technical Education for Liverpool, Prof. Haldane Gee, and others. There will be visits to Port Sunlight and Messrs. Cammell Laird & Co.'s Works, and a reception by the Lord Mayor at the Town Hall.

WHAT promises to be a most instructive Conference on the Next Steps in Education will be held in the University of London on June 18, 19, and 20, under the auspices of nine somewhat heterogeneous bodies, which include the Theosophical Society and the N.U.T. The subjects and speakers announced show, however, that the physical and psychological sides of education will predominate—Dr. J. Kerr on Ventilation of Schools, Dr. L. D. Cruickshank on the School Clinic, Mr. Cyril Burt on Mental Types, and Prof. Muirhead on Civics. It is to be hoped that the Committee will limit the Conference to these aspects and not allow it to expatiate at large over the whole field of education.

AMONG Holiday Courses we have received from the Institut Français en Espagne the announcement of one to be held at Burgos from August 7 to September 15, under the direction of the University of Toulouse. Lectures will be given in French and Spanish, and the fee for foreigners is 50 pesetas (about £2). For further information apply to Prof. E. Mérimée, 54 Rue des Chalets, Toulouse.

THE West Riding of Yorkshire County Council announce a Vacation Course of two or three weeks beginning on August 4 at the Training College, Bingley. Students will be housed and boarded at the College, and have the free run of the common rooms, library, and grounds. The object of the twelve courses named (Prof. J. Adams acts as *doyen*) is "to stimulate teachers and give them opportunities of observing new methods rather than to impart specific instruction in the subjects themselves." The total fee is four guineas for the three weeks and three guineas for the fortnight. We need hardly point out that Bingley College is an ideal for combining the *utile* with the *dulci*.

THERE are at present in Scotland 195 higher grade schools, and of these all but nine are open to both sexes. The Women's Educational Union have some reason to complain that in all these mixed schools without exception the Head is a man, as is generally the second in command. The demand that the special charge of the girls should be entrusted to a woman is a very modest demand. We hold that a woman is just as capable of ruling men as a man is of ruling women teachers.

THE work of the Central Bureau and of the Students' Careers Association has expanded so much of late that a special Committee has been formed, with Viscountess Bryce as its President, with the purpose of collecting, tabulating, and disseminating intelligence as to careers and employment open to highly educated women. From the last Report we learn that in 1913 there were placed on the Front Employment List 1,210 employers and 1,360 well equipped workers. Of applicants 574 were placed directly by the Bureau and 418 indirectly through introductions or information supplied. Since the work of training was started in 1907, 158 students have passed through the hands of the Central Bureau. The address of the Institution is 5 Prince's Street, Cavendish Square, W.

Up to April 16, 2,311 applications for registration had been

received and have been classified by the Secretary under the four groups: University, 74; Elementary, 321; Secondary, 1,411; Specialist, 505. The N.U.T. now numbers 88,376 members, and, if we assume that there are five elementary for every secondary teacher (a calculation well within the mark), the same proportion of registrees would be 1,926, but the small number is partly accounted for by the fact that the Executive of the N.U.T. did not move in the matter till after the Ipswich Conference. Since then a circular has been sent out from Russell Square advising members to register. The Council has resolved that experience in foreign schools, under conditions approved by the Council, be accepted for purposes of registration. Sir L. A. Selby Bigge has sent in his name for registration. We should be curious to know under which group he will appear in the Register.

THE Head Mistresses' Association will hold their Annual Conference on June 12 and 13, at the Redland High School, Clifton. The President for the year (Miss Robertson, Christ's Hospital, Hertford) will preside.

THE Association of Assistant Mistresses in Public Secondary Schools will hold an Extraordinary General Meeting on June 6, at 2 p.m., at the Wyggeston Grammar School for Girls, Leicester. Miss C. L. Laurie will propose a resolution welcoming the Report of the Departmental Committee on Superannuation, and Mr. P. J. Hartog will read a paper on "Imitation, Sincerity, and Imagination in English Composition."

THE report of the Principal on the work of the University of London, 1913-14, announces a maintenance of its manifold activities and an extension in many directions. Six new University Chairs have been established, among them Professorships of English Literature held by Sir Sidney Lee at the East London College and by Miss C. F. E. Spurgeon at Bedford College. From Christmas next King's College in the Strand will take over the Arts and Science Department of King's College for Women, and the Home Science Department will be transferred to the Queen Mary Hostel as soon as the buildings are ready. The growing success of the younger Universities accounts for a considerable fall in the number of Matriculation candidates. Internal candidates for degrees have increased and External have fallen off. No action has been taken to give effect to the scheme of the Royal Commission Report, and on the question of a new site Sir Henry Miers judiciously states that he has nothing to report beyond what has appeared in the public press.

THE Southwark and Lambeth Free Loan Picture Exhibition will hold its twenty-fourth Exhibition at the Borough Polytechnic from June 6 to 28. Among the loans of this year are pictures by Sir Alfred East, Arthur Lemon Heilbutt, Heilbutt and Leech (original *Punch* drawings), and among living painters Sir James Linton, D. Y. Cameron, and Briton Rivière are well represented. The visitors last year amounted to more than ten thousand. The cost, including concerts, averages £410, and the promoters appeal for help to continue the good work. Subscriptions may be sent to the Bankers, Messrs. Cox, 16 Charing Cross, S.W.

WE stated last month that the Departmental Committee on Local Taxation had recommended that for the "whisky money" should be substituted a grant of the same amount. We should have added that the grant was "fixed" some six years ago at £807,260. What is now proposed is that a grant of approximately equal amount should be distributed on an entirely new basis "in proportion to the net expenditure incurred by the different Local Authorities concerned"—whether on higher education or all education is not clear. At present the grant is distributed in proportion to receipts from the discontinued grants-in-aid in 1887-8. On this point the Report is somewhat slipshod, and no examples are given of the effect of this new scheme of allocation.

THE second meeting of delegates to consider the formation of an Education Society, held at the Teachers' Guild on May 23, agreed to the appointment of a Provisional Committee, the selection of names to be left to the Chairman, Canon Masterman, and there was a general consensus that the new Society must, at least to start with, be a branch of the Guild. Further, it was manifest that a "Clearing House" best expressed the conception of the originators—a Society not only for learned research, but also for conference between experts and administrators and for disseminating the results of their united wisdom. A circular addressed to a limited number of prominent educationists has already secured fifty promises of support, and when, with the new year, the Teachers' Guild is

established in larger and more commodious premises, we have little doubt that it will carry through its scheme of an Education Society, as it has the scheme of a Conference Week.

MRS. BRYANT will preside over a Conference on "The Teaching of the Gospel Story in relation to the Spiritual Development of the Child," to be held at the London Day Training College on Wednesday, the 10th, at 6 p.m.

THE REV. WILLIAM TEMPLE, Head Master of Repton, has accepted the living of St. James's, Piccadilly. It will be remembered that last year Mr. Temple was offered and accepted the Crown living of St. Margaret's, Westminster, but it was discovered that he did not satisfy the statutory condition of having been for five years in Priest's Orders.

CORRESPONDENCE.

HENRY RICHARDSON.

To the Editor of The Journal of Education.

SIR,—In the excellent obituary notice of the late Mr. Henry Richardson, of Marlborough, which appeared in the *Times* of May 15, it was stated that Richardson was "not a remarkably good teacher of a class." If not specially distinguished in this respect, he certainly possessed many sound qualifications for the task, some of them perhaps more important, particularly in dealing with young boys, than exceptional cleverness or subtlety of mind. He was one of those men to whom it comes naturally and easily to be a good disciplinarian. In the management of his class he was able, I believe, to dispense altogether with the somewhat unsatisfactory form of punishment known as "setting lines." He was more completely in his element as a house-master, and did valuable work throughout the many years during which he presided over the Lower School and Littlefield House successively. Without making any pretensions to high intellectual power or originality, he was a decidedly well informed man, reading widely, and exercising a shrewd and independent judgment on what he read. In 1906 he printed for private circulation, under the title of "Winged Words," a charming little volume, of which he used to give copies to his boys and others, containing a selection of passages in prose and verse which he had found suggestive and helpful. His name will be kept in remembrance at Marlborough by a collection of books which was presented to the School, on his retirement, by old members of his house as a token of their affection and esteem for him. The books—most of them illustrated—were chosen by Richardson himself with much care and skill, and form a model school library on a small scale. His personality was in many ways a striking one. No one could have been more unlike the conventional pedagogue. His distinctive gifts and qualities—amongst which must be reckoned a frank and cordial manner and a genuinely sympathetic disposition—were such as impress and win boys, while the character of a man so high-minded and so entirely devoted to duty could not fail to command respect. Marlborough owes much to him.—I am, Sir, your obedient servant,

OLD MARLBURIAN.

May 16, 1914.

[A colleague, to whom this letter was shown by the Editor, writes: "I thank you for allowing me to add my testimony to that of 'Old Marlburian.' I can countersign every word of his letter, the only fault of which is that the half is not told. Henry Richardson was the *beau idéal* of a public-school boy. I say 'boy,' for a boy at heart he remained to the very end, and to this quality he mainly owed his influence and power as a master. As a boy he rode to hounds, and up to the serious illness in 1905 that led to his retirement he rode as straight as when he was a boy. His most treasured possession was a silver goblet inscribed, 'Presented to H. R. by the members of Dr. Butler's House, in acknowledgment

of the signal services rendered by him during the time he was Head of the house.' Though no athlete himself, he took the keenest interest in all games, and it was he who introduced hockey in the Lent term for juniors—now an institution throughout the School. But with him sport and games were relegated to their proper place, and, though ready enough to talk cricket or football shop, he would adroitly turn the conversation to books and politics, Kipling's last poem, or the Home Rule Bill. He was a keen judge of character, and had a wonderful knack of getting hold of boys. He had a fine sense of humour and indulged it freely, but his chaff was always good-natured and never left a sting. Every boy in his house felt he had in Richardson a friend, and their friendship outlasted school. Among old pupils he numbered regular correspondents by the score. Though enfeebled by the illness of 1905, after resigning his mastership, he threw himself heart and soul into municipal work, and as a member of the Town Council, a governor of the Grammar School, as Chairman of the Marlborough Liberal Association, and as J.P., he showed that he could win his way and hold his own with men no less than with boys. But this is not the note on which to end. I would rather recall him in his garden at Sigglesthorpe watching his bees like Virgil's old man of Tarentum, or pointing out the beauties of his rockery to some old Marlborough visitor. He rarely passed a Sunday without one or more."]

BOOKS OF THE MONTH.

Annals.

The Directory of Women Teachers, 1914. *Yearbook Press*, 7s. 6d. net.

Archæology.

Mexican Archæology. By Thomas A. Joyce, M.A. *Warner*, 12s. 6d. net.

Art.

Ancient and Medieval Art. By Margaret H. Bulley. Illustrated. *Methuen*, 5s. net.

The Principles of Greek Art. By P. Gardner, Litt.D. *Macmillan*, 10s. net.

Cult of the Pastel: a Practical Guide to Pastel Drawing. By H.A. Sanders. *Brown*, 4s. net.

Botany.

Wild Flowers as they Grow. Photographed in Colour direct from Nature by H. Essenhugh Corke. Descriptive text by G. Clarke Nuttall, B.Sc. Seventh Series. *Cassell*, 5s. net.

Classics.

Roman Ideas of Deity. Lectures delivered in Oxford by W. Warde Fowler, M.A. *Macmillan*, 5s. net.

A Selection of Latin Verse. *Oxford University Press*, 3s. 6d. net.

The Book of Ruth: Unpointed Text. Second Edition. *Sherratt & Hughes*, 9d. net.

The Acharnians of Aristophanes. Edited from the MSS. and other Original Sources by Richard T. Elliott, M.A. *Oxford University Press*, 14s. net.

Livy: The Revolt and Fall of Capua. Edited by T. C. Weatherhead, M.A. *Cambridge University Press*, 2s.

P. Terenti Phormio. Edited by J. Sargeant, M.A. *Cambridge University Press*, 3s.

Caesaris Commentarii de Bello Gallico. Edited by T. Rice Holmes, Litt.D. *Philip Lee Warner*, 21s. net.

An Elementary Latin Grammar. By Rev. E. E. Bryant, M.A., and E. D. C. Lake, M.A. *Oxford University Press*, 1s. 6d.

Divinity.

Lay Views by Six Clergy. Edited by the Rev. H. B. Colchester, M.A. *Longmans*, 3s. 6d. net.

The Cult of the Passing Moment. By A. Chandler. *Methuen*, 3s. 6d. net.

The Triumphs over Death. By the Ven. R. Southwell, S.J. Edited by J. W. Trotman. *Herder*, 1s. net.

The New Testament in the Twentieth Century. By Rev. Maurice Jones, B.D. *Macmillan*, 10s. net.

The Offices of Baptism and Confirmation. By T. Thompson, M.A. *Cambridge University Press*, 6s. net.

Isaiah, XL-LXVI. Edited by the Rev. W. A. L. Elmslie, M.A., and the Rev. John Skinner, D.D. *Cambridge University Press*, 1s. 6d. net.

Lessons on the Kingdom of Israel. By C. C. Graveson, B.A. *Headley*, 1s. 6d. net.

Lessons on the Kingdom of Judah. By C. C. Graveson, B.A. *Headley*, 1s. 6d. net.

Our Bible in the Making. By J. Patterson Smyth, Litt.D. *Sampson Low*, 2s. 6d. net.

Economics.

Political Economy. By Charles Gide. Translated under the direction of Prof. W. Smart and Constance H. M. Archibald, M.A. *Harrap*, 10s. 6d. net.

English.

The Comprehensive Standard Dictionary of the English Language. *Funk & Wagnalls*, 4s. net.

English Drama of the Restoration and Eighteenth Century (1642-1780). By G. H. Nettleton. *Macmillan*, 6s. 6d. net.

Bacon: Selected Essays for Certificate Examination 1915. Edited by A. F. Watt, M.A., and A. J. F. Collins, M.A. *Clive*, 1s. 6d.

Précis Writing. By W. Murison, M.A. Part I, 2s. 6d.; Part II, 3s.; Part III, 3s. *Cambridge University Press*.

The Bee and other Essays. By Oliver Goldsmith. *Oxford University Press*, 1s. 6d. net.

Reading Julius Caesar. By W. F. P. Stockley, M.A. *The Talbot Press*, 1s. net.

Rossetti and his Poetry. By Mrs. F. S. Boas. *Harrap*, 1s.

Poetry for Boys. Selected by S. Maxwell, M.A. *Mills & Boon*, 1s. 6d.

The Autocrat at the Breakfast Table. By Oliver Wendell Holmes. Edited by C. R. Rounds. *Macmillan*, 1s. net.

Teachers' Handbook to Lessons in Speaking and Writing English. By John M. Manly and Eliza R. Bailey. Section I: Language Lessons. 3s. 6d. net. Section II: Composition and Grammar. 3s. 6d. net. *Harrap*.

McDougall's Concise English Dictionary: 15,000 Words, with Simple Definitions and Helps to Pronunciation, &c. 4½d. net.

The Book of Stories for the Story-teller. By Fanny E. Coe. *Harrap*, 2s. 6d. net.

Bunyan's Pilgrim's Progress. Edited by E. Venables, M.A. Second Edition. *Oxford University Press*, 2s. 6d.

Eugenics.

The Progress of Eugenics. By C. W. Saleeby, M.D. *Cassell*, 5s. net.

Fiction.

Waiting. By Gerald O'Donovan. *Macmillan*, 6s.

The Magic Tale of Harvanger and Yolande. By G. P. Baker. *Mills & Boon*, 6s.

The World set Free. By H. G. Wells. *Macmillan*, 6s.

The North Afire: a Picture of What May Be. By W. D. Newton. *Methuen*, 2s. net.

Geography.

The Atlas Geographies.—Part III, No. 1A: British Isles. By T. Franklin, A.C.P., E. D. Griffiths, B.Sc., and E. R. Shearmur, B.Sc. W. & A. K. Johnston, 1s. 10d. net.

A Tour of the World. By J. W. Page. *Macdonald & Evans*, 1s. 6d.

Handwork.

Paper Modelling for Six-Year-Olds. By Clare Craig. *Brown*, 1s. net.

History.

Roman Imperialism. By Tenney Frank. *Macmillan*, 10s. 6d. net.

The Story of King Robert the Bruce. By R. L. Mackie, M.A. Illustrated. *Harrap*, 1s. 6d.

Heroes of Modern Europe. By Alice Birkhead, B.A. Illustrated. *Harrap*, 1s. 6d.

Logic.

Elementary Logic. By Alfred Sidgwick. *Cambridge University Press*, 3s. 6d. net.

Mathematics.

John Napier and the Invention of Logarithms, 1614. A Lecture by E. W. Hobson, Sc.D., F.R.S. *Cambridge University Press*, 1s. 6d. net.

Cambridge Tracts in Mathematics and Mathematical Physics.—No. 15: Complex Integration and Cauchy's Theorem. By G. N. Watson, M.A. *Cambridge University Press*, 3s. net.

Elementary Geometry.—Vol. I: Triangles and Quadrilaterals. By W. E. Paterson, M.A., and E. O. Taylor, B.A. *Oxford University Press*, 1s. 8d.

Elementary Theory of Equations. By L. E. Dickson, Ph.D. *Chapman & Hall*.

- The Calculus for Engineering Students.** By J. Graham, B.A., B.E. Fourth Edition. *Spon*, 5s. net.
- Woolwich and Sandhurst Mathematical Papers, 1905-1913.** Edited by R. M. Milne, M.A. *Macmillan*, 6s.
- The Theory of Numbers.** By R. D. Carmichael. *Chapman & Hall*, 4s. 6d. net.
- Surveying for Schools and Scouts.** By W. A. Richardson, B.Sc. *Philip*, 1s. 6d.
- Elements of Algebra. Part I.** By G. St. L. Carson, M.A., and David E. Smith, LL.D. *Ginn*, 3s.
- Technical Trigonometry.** By H. W. Marsh. *Chapman & Hall*, 6s. 6d. net.
- Arithmetic.** By N. J. Chignell, B.A., and W. E. Paterson, M.A. In two Parts. *Oxford University Press*, each 2s. 6d.

Miscellaneous.

- The People's Books.—Bacteriology** (Dr. W. E. C. Dickson); **Anglo-Catholicism** (A. E. M. Foster); **Robert Louis Stevenson** (Rosaline Masson); **Canada** (F. Fairford); **Tolstoy** (L. Winstanley, M.A.); **Greek Literature** (H. J. W. Tillyard, M.A.). Each 6d. net. *Jack*.
- The Story of Phaedrus: how we got the Greatest Book in the World.** By Newell Dwight Hillis. *Macmillan*, 5s. 6d. net.
- The Pocket Asquith.** Compiled by E. E. Morton. *Mills & Boon*, 1s. net.
- Studies in the Minimum Wage. No. 1: The Chain-making Industry.** By R. H. Tawney. *Bell*, 1s. 6d. net.
- The Home University Library.—Sex**, by Prof. J. A. Thomson and Prof. P. Geddes; **Chaucer and his Times**, by Miss Grace Hadow; **The Growth of Europe**, by Prof. G. Cole; **William Morris**, by A. C. Brock; **The Church of England**, by Canon E. W. Watson. Each 1s. net. *Williams & Norgate*.
- The Schools and the Nation.** By Dr. Georg Kerchensteiner. Translated by C. K. Ogden. *Macmillan*, 6s. net.
- A Book about Authors.** By A. R. Hope Moncrieff. *Black*, 10s. net.
- Dramatized Stories from History.** By G. Dulais Davies. *Routledge*, 1s. net.
- Bevis of Hampton.** By W. S. Durrant. Illustrated. *Harrap*, 9d.
- More Nature Myths.** By Florence V. Farmer. Illustrated. *Harrap*, 9d.

Modern Languages.

- Atala; René; Le Dernier Abencérage.** Par Chateaubriand. *Nelson*, 10d.
- L'Eau Vive.** Par A. E. W. Mason. *Nelson*, 1s.
- Longmans' Modern French Course, Part II.** By T. H. Burtenshaw, B.A. Illustrated. 1s. 6d.
- La Princesse de Clèves.** Par Madame de la Fayette. *Nelson*, 10d.
- Nieve sobre las Huellas.** Por Henry Bordeaux. *Nelson*, 1s. net.
- Jérusalem.** Par Pierre Loti. *Nelson*, 1s.
- French Essays and Essay-Writing.** By J. P. R. Marichal. *Dent*, 2s.
- L'Anglais par Vous-même.** Par Marc de Valette. *Hachette*, 3s.
- Heath's Modern French Grammar.** By W. H. Fraser, B.A., and J. Squair, B.A. *Harrap*, 3s.
- Une Insurrection à Paris (V. Hugo).** Edited by F. G. Harriman, M.A. *Harrap*, 8d.
- French Translation and Composition.** By H. J. Chaytor, M.A., and E. Renault, B.A. *Heinemann*, 2s.

Music.

- The High School Singer.** By L. C. Venables. In 2 Books, each 1s. *Curwen*.

Nature Study.

- The Country Month by Month.** By J. A. Owen and G. S. Boulger. Illustrated. *Duckworth*, 6s. net.

Natural History.

- Common British Beetles.** By Rev. C. A. Hall. Illustrated. *Black*, 1s. 6d. net.

Pedagogy.

- The School Journey Record, 1913.** *School Journey Association*, 2s.
- A Path to Freedom in the School.** By Norman MacMunn, B.A. *Bell*, 2s. net.
- Special Reports on Educational Subjects.—Vol. 28: School and Employment in the United States.** *Board of Education*, 1s. 6d.

Philosophy.

- The Great Problems.** By Bernardino Varisco. Translated by R. C. Lodge, M.A. *George Allen*, 10s. 6d. net.

Political.

- The British Revolution.** By R. A. P. Hill, M.D. *Cambridge University Press*, 2s. net.

Science.

- The Fundamental Basis of Nutrition.** By Graham Lusk. *Oxford University Press*, 2s. 6d. net.
- Notes on Elementary Inorganic Chemistry.** By F. H. Jeffery, M.A. *Cambridge University Press*, 2s. 6d. net.
- The Childhood of the World.** By Edward Clodd. New Edition. *Macmillan*, 4s. 6d. net.
- The Quaternary Ice Age.** By W. B. Wright. *Macmillan*, 17s. net.
- Molecular Physics.** By J. A. Crowther, M.A. *Churchill*, 3s. 6d. net.
- The Principles of Inorganic Chemistry.** By Wilhelm Ostwald. Translated by A. Findlay, D.Sc. Fourth Edition. *Macmillan*, 18s. net.
- Practical Applied Physics.** By H. Stanley, B.Sc. *Methuen*, 3s.
- A Manual of Practical Physical Chemistry.** By F. W. Gray, D.Sc. *Macmillan*, 4s. 6d.

Technics.

- Elementary Mechanics.** By C. S. Jackson, M.A., and W. M. Roberts, M.A. *Dent*, 3s. 6d.
- Building Construction Drawing.** By R. B. Eaton. Part I. *Spon*, 1s. 6d. net.
- Marine Engineering.** By Engineer-Captain A. E. Tompkins. Fourth Edition. *Macmillan*, 15s. net.
- Journeys in Industrial England.** By W. J. Claxton. Illustrated. *Harrap*, 1s.

Topography.

- Highways and Byways in Shakespeare's County.** By W. H. Hutton. Illustrations by Edmund H. New. *Macmillan*, 5s. net.

Travel.

- Eight Years in Germany.** By J. A. R. Wylie. Illustrated. *Mills & Boon*, 10s. 6d. net.
- In Eastern Wonderlands.** By Charlotte Gibson. Illustrated. *Harrap*, 1s. 3d.
- Heroes of Exploration.** By A. J. Ker and C. H. Cleaver, B.A. *Blackie*, 1s. 6d.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

On January 1, 1914, California had had, as the *School Review* (XXII, 4) reports, a year's experience of its Free-textbooks Law. In this time the State had produced and distributed 1,500,000 books, costing it 316,000 dollars, an average for each pupil of less than 80 cents. Had the books been bought at publishers' prices, the cost would have been 500,000 dollars more. The experiment in California is being watched very closely by several other States. Nebraska, Wyoming, Colorado, Minnesota, Pennsylvania, and others already have free textbooks. Kentucky passed a law for uniform texts on February 4, and the step from uniformity to State-publishing is but a short one. Kansas seems to be following the example of California; and Iowa, Georgia, Kentucky, Minnesota, and Washington are discussing the question. When the State publishes the textbooks, not only is economy effected, but needless changes, due to the wiles of competing book agents, are avoided. And the State can best satisfy its own desires. The Kansas Commission, asserting that the illustrations of farm life in most texts are mere caricatures, has hired an artist to draw sixty pictures of real farm life for its new primers. As to England, our textbooks are incomparably good, and competition among publishers has served education well; yet we have known, in an agricultural district, the ill-drawn cow of a schoolbook to discredit all the learning of a school.

It is not, however, State-publishing, but Vocationalism, that occupies most largely the thoughts of pedagogues in the United States. Let us be clear in our terms. Vocational education—less fitly called "cultural" education—is distinguished from liberal education thus: liberal education aims at the producing of a man; vocational at the producing of a tradesman (in the non-invidious sense), or wage-earning man. To vocationalize a school is to recast its scheme of instruction in such a way that it may fit its pupils for some definite work in society, viewed as an economic machine, instead of leaving society to find for what work they are fit. To vocationalize a subject is to teach it so that a knowledge of it may become marketable for a specific purpose; to vocationalize Greek, for example, in the interest of the young Levite would be to concentrate study not on Attic, but on Hellenistic

Greek, and to substitute the Septuagint and the New Testament for Sophocles and Thucydides. Now clearly there is no *opposition* between the making of a man and the making of a wage-earning man: nor in vocationalizing a subject do we necessarily deprive it of its value for the purposes of liberal education. Would it not be possible in making, for example, the perfect carpenter to make the perfect man? The problem that pedagogues are studying is to devise a form of education that shall be at once liberal and vocational. Dr. Charles W. Eliot, formerly President of Harvard University, and retaining at eighty years of age his old alertness, looks to science as likely to yield an education having a notable cultural effect as well as its admitted practical worth. He writes (with slipped ease), in a letter addressed to President Joseph Swain, of the National Education Association:—"For me the most interesting educational topic of the present time is how to get an education of high cultural value out of the teaching of exact science and the inductive method, and the imperatively needed training to skills of all sorts—eye, hand, ear, and nervous system generally. . . . It is clear that what is called concrete and practical training is capable of imparting a high degree of culture, a strong power of application, and a disciplined memory: but our school systems have not yet learned to do it." We commend the subject to the notice of our readers. To reconcile liberal and vocational education would be to win a proud place in the Temple of Fame. At present it is the teacher alone whose education is at once to wages and to life.

The future, as we hope, will see the teacher, and especially the primary teacher, in much closer intimacy with the industrial conditions of the community. He must have knowledge of its vocations if he is to give his pupils, its children, vocational guidance.

The Economic Difficulty: Influence of Demand.

But as soon as the school begins to turn out tradesmen, a danger arises. The Education Authorities, from heedlessness or acting in bad faith, may provide recruits in undue proportion for some particular trade, and so lower in it the price of labour. Again, it is important, in training for a vocation, to consider demand and to distinguish between the "constant occupations" and the "variable occupations." The Russell Sage Foundation has been investigating this subject and the results of the inquiry are collected by Dr. Leonard P. Ayres in *Home and School Education* (XXXIII, 8): "The constant occupations," he says, "are, in the main, those which are necessary to maintain the many branches of that enlarged municipal housekeeping which must go on wherever large numbers of people live together in one place. For example, house painting must be carried on in the city where the house is, while paint may be manufactured anywhere. Thus house painting is a constant occupation, but the manufacture of paint is a variable one. . . . Similarly the occupations of the butcher and the baker are constant occupations because they are everywhere represented by considerable numbers of people; while the work of the candlestick-maker is a variable occupation." There are in the United States twenty occupations for men (e.g. those of the labourer, clerk, shopman, barber, and shoemaker) engaged in which will be found at least one worker for every thousand in the population; for women there are seven of these occupations (those of the domestic servant, dressmaker, teacher, saleswoman, laundress, nurse, and housekeeper). Such occupations are "constant," as distinct from "variable" occupations, in which a smaller percentage is employed. It is not contended that vocational instruction is to be governed tyrannically by this difference, and that the trades most followed are to be taught exclusively. But demand will always affect organization, and general as well as local demand must be taken into account. Goldsmith, it is related, made a pedestrian tour through Europe, paying his expenses with tunes on a German flute; to-day it is the German barber who travels farthest and most cheaply—his services being everywhere acceptable. And in discussing with our boys the choice of a vocation, we must put before them the prospects of employment; they cannot all become buccaneers and monarchs of island realms, wide as the region of fairy is.

We are come thus to vocational guidance, as to the propriety of which, whatever may be thought of vocational education, there will be no diversity of opinion. Here the Americans of the United States lead the nations. We published recently an account from Grand Rapids, Michigan, of the co-operation of school and library in helping the young to the choice of a calling. In the *School Review*, *l.s.c.*, the principal of a high school explains vocational guidance as he practices it. First, the importance of the choice, and the necessity of an accurate knowledge of various occupations and of the opportunities that they severally offer, are carefully set forth. Next, modern industry is divided into related groups of trades (e.g. the mercantile industries, the manufacturing industries, and the trans-

porting industries), and the fundamental characteristics of each group are examined. Lastly, detailed work is done with the individual pupil, to make plain to him the conditions and requirements of some particular vocation, tentatively chosen.

We are writing for suggestiveness, to provoke thought. And of the school of to-day we are not minded to speak.

Some Reflections.

But let those who have passed the middle zone of life look backward. What a farce it all was! Every clever boy of fifteen, under the influence of a scholarly teacher, was for becoming a scholar, in the technical sense—a Porson or at least a Calverley. Of a hundred boys that received a strictly classical education did twenty get from it a tincture of scholarship, some nascent love of literature? Did the rest get anything? They all wrote their dreary essays on "The Choice of a Profession," knowing of vocations as little as their teachers, for whom the ideal life was one spent in the collating of manuscripts. We would not fling our secondary education hastily into the melting pot. But Vocationalism, if it does nothing else, may help to obliterate finally the medieval tradition that the one true calling is the call to book-learning.

FRANCE.

If men are not more moral than they were, it is not the fault of the moralists, of whose activity here is an example. A generous Alsacian has placed 20,000 francs at the disposal of the Ligue Française d'Education Morale, and the society announces two competitions. Prizes are offered for: (i) A collection of popular stories relating the noblest acts of virtue on the records of history; (ii) A selection of extracts representing the flower of the moral lessons which are contained in the sacred and profane literature of the various peoples. The two collections, intended for the use of families, will incite to right-doing at once by the force of example and by the beauty of the instructions. In each competition there will be a first prize of 5,000 francs, and some smaller prizes, as fixed by the jury, whilst 2,000 francs will be devoted to the diffusion of the successful work, which must be written in French. The competition will close on June 30, 1915. Manuscripts must be addressed to the Ligue Française d'Education Morale, 125 rue du Ranelagh, Paris, 16e.

We have faith in Scouting as an inspiration and a discipline for boys: we love it for brightening the sombre streets. But there are those with whom the Scouts—who should make the whole world akin—are not popular.

Scouts at bay.

It was on a Sunday in May, and at Le Bourget, near Paris, a place where in October and in December, 1870, French and Germans closed in memorable strife. Some sixty *Eclaireurs* (Scouts) were marching to the foot of the war memorial. Arrived in the Place de la Mairie, they found themselves amid a crowd of ill-favoured louts, who greeted them with shrill whistling and hostile cries. The commander of the company, to avoid a collision, caused drums and clarions to be silent, and the march continued towards the monument. At 8 o'clock, on the way back, the scene was repeated at the same spot. The *apaches* reviled the Scouts, then pelted them with stones. The patience even of an *Eclaireur* has its limits. The moment was come to put into practice the more martial of the principles in which Scouts are trained. The boys, without losing their coolheadedness, formed column of attack and fell on their enemies, who were not expecting such a reply. For ten minutes the fight lasted; twelve staffs and some clarions were broken on the heads of adversaries; the camping axes proved serviceable weapons. Presently ten of the roughs were prostrate. But the conflict was not over; the enemy received reinforcements, and the *Eclaireurs* retreated on the Gendarmerie, or Police Barracks. There the roll was called and an examination made—none missing, one wounded in the thigh. The *apaches* must have fared ill, for, although they carried off their wounded, some cyclists coming on the field later picked up caps, garments in tatters, and a fragment of a human ear. Such was the latest battle of Le Bourget.

Some of our readers view State control of education with suspicion; others would make it absolute. In this paragraph we do but submit an illustration of the actual working of State control in France.

The Case of Mlle S.

At its first session this year the Conseil supérieur had before it, on appeal, an *affaire disciplinaire*. Mlle S., head mistress of a private day-school, consented to let three little girls, cousins, whose parents lived at a distance, sleep in the school on Monday, Tuesday, and Friday in each week, the children returning home on Wednesdays and Saturdays when work was over and Thursday being a holiday. The Conseil départemental of Tarn-et-Garonne saw in her conduct a grave offence, and in punishment for it prohibited her from teaching in the commune. Before the Conseil supérieur her advocate urged that she had in good faith believed herself free

to house the girls, so as to spare them the fatigue of a long daily journey; and that, as soon as the law was set at work, she stated frankly what she had done. The Conseil supérieur regarded the matter leniently and revoked the prohibition to teach; but it placed a censure of her on record; she had received boarders without having made any declaration of the opening of a boarding-school; she had not made the necessary arrangements for fit surveillance at night; and she had employed in such surveillance a person not qualified to exercise it. Her good faith saved her, or she would have taught no more in the commune.

GERMANY.

If London has its new Museum buildings, Berlin was lately much interested in the *Einweihung* (say "Inauguration," if you please to do so) of the new *Bibliothek- und Academiegebäude*. It has its north front on the Dorotheenstrasse: its south, Unter den Linden, where the main entrance is. In part of the structure the Academie der Wissenschaften is sheltered. The middle building contains the staircase and the large reading-rooms of the Royal and the University Library—the former a domed chamber with four hundred seats for readers. The time required for building was more than ten years; but the Royal and the University Library have been worked in the new structure since 1910. A total expenditure of 22 million Marks was involved. The "Inauguration" took place in presence of the Emperor and was made the occasion of a liberal distribution of decorations.

QUEENSLAND.

In Queensland—in Victoria too—a movement is on foot to enlist teachers and children in the protection of birds. It is proposed to establish a Queensland Gould League of Bird Lovers, called Gould after the famous ornithologist. The aims of the proposed society are these: To protect all birds except those that are noxious; to prevent the unnecessary collection of wild birds' eggs; to disseminate knowledge regarding the birds of Queensland, so as to help members, teachers and others to identify them; to secure the general use of one common name for each bird; to cultivate a more friendly attitude towards birds by fostering an intelligent interest in them and their habits; and to encourage the formation of bird sanctuaries. The subscription for adults is to be one shilling a year and for school children a penny.

ORANGE FREE STATE.

The Report (just received) of the Director of Education deals with the year ended December 31, 1912—a year remarkable for the increase (134) in the number of schools. The policy of the Education Department is in favour of a few large, well-staffed and well-equipped schools rather than of many small ones: but with wide, sparsely populated areas to be provided for a number of isolated one-teacher schools is inevitable. Attendance showed as pleasing a growth as the number of schools. The compulsory standard of attendance has been raised from Standard IV to Standard VI; and parents and guardians are now required to send children to school between the ages of seven and sixteen until the latter standard has been reached. State-aid is granted, in certain circumstances, to private schools. The collection of school fees is a cause of difficulty, and the regulations that control it need revision. The Province has eighteen secondary schools duly approved by the Administration, and many primary schools have secondary departments; but the classification of schools has not yet been reduced to a satisfactory system. For Continuation little has been done; the evening classes at the Brebner School were, however, continued regularly. As to teachers, the salaries offered in Orange Free State are inadequate, so that the Authorities have often to accept the services of persons without professional or academic qualifications.

SAFE NOVELS.

Chance. By JOSEPH CONRAD. (6s. Methuen.) "Chance," if not Mr. Conrad's masterpiece, is the most elaborate and highly finished of his novels, revealing on a fuller scale his powers of psychological analysis and dramatic presentation. The plot is of the simplest, with no interludes and hardly a sensational incident till towards the very end; but from the first chapter, which introduces us to the chief characters, up to the second marriage, which rings the curtain down, the reader's

interest never flags. "Chief characters" is misleading, for Marlow, a retired sea captain, and Powell the second mate on the hero's ship, play a very secondary part in the story, but the narrative is put mainly in their mouths, the author acting as the chorus in a Greek Play, questioning, commenting, and filling in the gaps. The aim is the same as that of the old-fashioned novels in the form of letters, and of Browning in the "King and the Book." It is a tale of double quixotry. Captain Anthony marries the daughter of a convict to save her from despair and possibly suicide, and Flora de Barral marries Anthony, whom she does not love, to provide her father, on his release, with a protector and the chance of a new start in life. Part I is a tragi-comedy, relieved by "the accident—called Fyne" and Mrs. Fyne (the sister of Anthony), a masculine feminist, a strange admixture of benevolence and bluntness of human sympathies, and her husband, a simple-hearted, amiable nonentity, who serves as an admirable foil. The "Damsel," as it is entitled, is a study of a highly-strung girl on whom lies an ancestral curse, hurled suddenly from luxury to destitution by a swindler father, of whose guilt no proofs can convince her—an Iphigenia slowly done to death by the pin-pricks of relations and strangers. Part II, an unmixed tragedy till the last act, sees the three embarked on a voyage to Australia, Anthony a husband only in name. Flora, chained like a galley slave to her father—in whom even she has lost faith—and the ex-convict, now in intention a cold-blooded murderer. For a parallel to Part II we must go to Victor Hugo.

We will not attempt to analyse the style, but must quote an example. "It was then in a moment of entranced vision, an hour or so before sunrise, that the river was revealed to him for all time, like a fair face often seen before, which is suddenly perceived to be the expression of an inner and unexpected beauty, of that something unique and only its own which rouses a passion of wonder and fidelity and an unappeasable memory of its charm."

PRIZE COMPETITIONS.

The winner of the Translation Prize for April is H. V. Waterfield, Esq., Eastbourne College.

The Translation Prizes for May are awarded to "Boy" (verse) and to "Memus" (prose)

Le vent hurle, ce soir, avec de longs sanglots
Et fait tourbillonner la neige de décembre.
J'ai le plaisir douillet d'être dans une chambre
Bien chaude, que défend l'abri des volets clos.
Une lampe, d'écrans épais emmitoufflée,
Eclaire faiblement les objets familiers
Aux contours vagues, et les angles sont noyés
D'ombre tiède, comme une ouate amoncelée.
Rien n'est plus doux que cet effacement discret
Des choses dont on sait les présences amies,
Et qu'on devine autour de soi comme endormies,
Plus tendres d'être ainsi, dans l'intime retrait.
Je suis tout pénétré d'une exquise paresse.
Mon corps dans le fauteuil à l'assoupissement
Propice s'allonge délicieusement,
Et toute la bonté des choses me caresse.
Je fume, je rêve, et, dans l'ombre où tout se fond,
Mes yeux demi-clos et ma pensée embrumée
Ne distinguent plus bien si c'est de la fumée
Ou des rêves qui s'envolent vers le plafond.
Je voudrais vivre ainsi des heures, des années,
Lentement, tièdement, sans penser, sans songer
Que le temps court et que je suis un passager
Qu'engloutira le flot haineux des destinées.
Et voici que j'entends le bruit, l'horrible bruit
De la pendule, avec son tic-tac implacable
Qui mesure le temps sans hâte, et qui m'accable
De son morne refrain: L'heure fuit, l'heure fuit...—

Je saisis l'odieux instrument, et je casse
Je ne sais quel ressort de ce monstre d'acier.
Là! Je n'entendrai plus l'appel du balancier
Résonner ironique au fond de ta carcasse!
Je m'apaise. Au fauteuil paresseux je m'étends,
Et peu à peu, dans ma muette solitude,
Je retrouve ma chère et tiède quiétude
Et la sérénité de vivre hors du temps.

Mais tout à coup, là-bas, déchirant le silence
Et violant l'abri de mon intimité,
Une horloge lugubre avec férocité
Annonce :—Il est minuit. Un jour nouveau commence...—

By "Boy."

The night-wind wails and sobs, now loud, now low,
Whilst I in cosy "den" sit snug and warm,
The shutters fastened close against the storm
That whirls about my roof December's snow.
The darkened lamp's dim twilight throws around
The old familiar objects of my room
An air of mystery; and deep in gloom
The corners, as in billowy cloud, are drowned.
What sweeter than these old companions thus,
Divined rather than seen, in quaint disguise
Of charmed sleep, cheating our puzzled eyes,
And all the dearer for deluding us?
A languorous delight seems to possess
My inmost being: steeped in drowsy bliss
Of ease and idleness, ah! surely this
Must be the height of human happiness.
My pipe alight, I ponder in the dim,
Dreamy obscurity with half-closed eyes,
And wit but half awake that scarce describes
If wraiths or smoke-wreaths o'er me swirl and swim.
How gladly thus my hours, my years I'd spend
In thoughtless blissfulness, without a sigh
That time the while is passing, and that I
Must pass with it to my predestined end!
But ah! that wretched time-piece—how it tries
One's nerves with its relentless level tick,
That seems to be for ever saying, "Quick,
Make haste, time flies, time flies, time flies!"
I seize the hateful thing, and in a trice
Take vengeance on the steely monster's heart.
There! That's for playing a sermonizing part,
My friend; I've had enough of your advice.
That's better. Now for easy-chair again;
Mute solitude perchance will soon restore
My cherished calm; and then, methinks, once more
Timeless serenity. . . . But all in vain!
For suddenly a sound, a sound of fear:
A silence-shattering clock hard by destroys
My peaceful visions with its dismal noise:
"Midnight," it groans; "another day is here."

THE TIME-PIECE.

By the PRIZE EDITOR.

To-night the wind is howling; with a moan
It sweeps in eddies the December snows.
In my warm chamber stretched at ease I doze,
Lulled by the melancholy monotone.
My lamp (a low-drawn shade obscures its rays)
Each dear familiar object half reveals,
And, as if swathed with films of wool, conceals
Outlines and angles in a mellow haze.
How exquisite the bashful veil thus drawn
O'er the loved comrades of my solitude!
They seem asleep, and in that blessed mood
More intimate than in the garish dawn.
Idlesse itself to me is perfect bliss
As in the pillowy depths of my armchair
I lie supine, without a wish or care,
And muse how good a thing mere living is!
I muse, I smoke, and as with half-shut eyes
And vacant mind I watch the shadowy gleams,
I cannot tell if it be fancy's dreams
Or smoke that upwards to the ceiling flies.
Thus would I live for hours, for days, for years,
In apathetic calm, of time and fate
Oblivious, and the abyss that soon or late
Engulfs the voyager, where'er he steers.
But hark! I hear the time-piece at my back,
The sharp, metallic, resonant refrain—
Time flies, time flies, again and yet again—
It maddens me, it puts me on the rack.

I seize the hateful monster, and I crack
Something inside him—mainspring, cog, or wheel:
Enough, no more the mockery shall I feel
Of that intolerable tic, tic, tac.
Calm by degrees returns; once more the spell
Of my armchair is on me. Sweet to me,
How sweet is passionless tranquillity,
How good beyond the bounds of time to dwell!
But sudden a new sound the silence breaks;
With twelve harsh strokes that shatter my repose,
The minster clock booms out the solemn close
Of one day, and for me a new day wakes.

By "MEMUS."

To-night the wind wails loud and whirls December's snow.
Mine is the luxury of a cozy room that closed shutters shelter from the storm.

Lamplight, muffled by heavy screens, falls softly on familiar things, dimly outlined, and corners lie buried beneath warm fleecy shadow.

Nothing is so delightful as the quiet effacement of things whose friendly presence we feel, things we divine around us in the loved sanctum, as if asleep, but the dearer for that.

Sweet idleness possesses me. I love to loll in the drowsy arm-chair and I revel in the full charm of things.

I smoke, I dream and in the shadow where all things mingle, my half-closed eyes and cloudy thought have ceased to discern whether it is smoke or dreams that circle upwards.

Thus would I live for hours, for years, slowly, luxuriously, without thinking, without dreaming even that time speeds and that I am a voyager to be engulfed in Fate's cruel waves.

But now I hear a sound, the hateful sound of the clock whose relentless tic-tac deliberately measures the hours and crushes me with its dull refrain: "Time flies, time flies."

I seize the loathed object and in the brazen monster I break some spring. There! Never again shall I hear the pendulum's strident call reverberate in your hollow frame!

I am at peace. Idly I stretch in the arm-chair, and soon, in the unbroken stillness, I recover my loved and soothing quiet and the bliss of living without time—when suddenly, yonder, rending the silence and violating the sanctity of my retreat, a gloomy steeple-clock peals forth: "Midnight and a new day."

We classify the 47 verse and the 69 prose versions as follows:—

POETRY.

First Class.—H.G., Boy, I.F.R., S.E.H., Aymar, Zélide, Jetsam, Chislehurst.

Second Class.—Greenfinch, Instar, Artagall, Weston, 100,000, Iolanda, Eicarg, D.N.L., W.E.M., Francesca, Martin, Chris.

Third Class.—Excelsior, The Flint man, Last Hope, Aiglon, Job, Outis, Wunschelrute.

Fourth Class.—Que pensez-vous? On peut toujours, Rattery, Sunbeam, Mignonette, Paresseuse, M.P.S.

Fifth Class.—M.M.T.A., Rhymer, Shotover, Broomstick, Fuimus, Martin, R.O.T., Quince, Hal, Enna, Marjoram, Pol, Onoto.

PROSE.

First Class.—Novocastrian, Allobroge, Memus, Agnes Bell A.B., Sirach.

Second Class.—L.B., I.D.M., Chingleput, Ellis, L.M.L., Scala, Oakthorpe, P.D.C., G.R.C., W.H.S., Piocheuse, Corbeil, Institutrice, Areopagitica, Anemone, E.L.G., Stanstead-Abbott p.m., Excelsior, L.C., La Bohème, M.M.S., G.A.J., à sec, Peg, Horatio, Barbe-bleue, Marie François, Yvetot, Castle Rackrent, Ester Hazé.

Third Class.—M.P.S., E.M.M.D., G.F.O.J., E.J.P., Anitra, Parsifal, Aquae Solis, L.B., White Hawthorn, E.S.S., M.J.B., Tramore, D.E.H., Bandello, Sweet Mam'selle, M.A. Holbrook, Mousmée, Sunni, Das Bächlein.

Fourth Class.—Essayez, M.E.H.S., Dunelm, M.E.F.R., Auto, U.N.

Fifth Class.—Crusoe, The Sofa, Miss, Yeanes, Lolo, Lakist, S.T.A., Tick.

The passage last month was taken from a recent anthology of the Symbolistes—living poets who are attempting to body forth in lyric poetry the actualities of the world around. Though one of the simplest in the volume, it presents sufficient difficulties to the translator, both in verse and prose—perhaps even greater to the latter, who cannot be allowed *à peu près*. But even more intolerable are construed—"I have the luxurious pleasure," "this discreet effacement," "all the goodness of things soothes me."

I will note, line by line, the commonest mistakes. 1, "To-

(Continued on page 450.)

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night," not "this evening," should come first. 2, "Whirls in eddies," not "makes" or "causes." 4, "Very warm" was common. 5, "A shade," not "screen." The whole room is in chiaroscuro. 7, Not the "corners" of the room, but of the furniture and objects, which appear as if a film of cotton-wool were spread over them. 9, "This coy withdrawal from our gaze." 14, Few saw that *à l'assoupissement propice*, "inviting repose," qualifies *fauteuil*. 16, The hardest line in the poem to render: "The charm of this fair world bewitches me" is the best I can offer in prose. Verse, as I said, is easier. 26, "Time-piece," to distinguish it from *horloge* below. 29, "Engine," "piece of mechanism" (Wordsworth has "pulse of the machine")—anything better than "instrument." 33, "I grow calm again." An armchair may figuratively be called "indolent," but hardly "idle" or "lazy." 37, *Là-bas*, often omitted, may refer to the clock on the stairs or, more probably, to the town-hall or church clock.

For the verse prize it was hard to decide between "H.G.," "Boy," and "Zéolide." "Zéolide" would have won but for an unfortunate blunder—*la pendule*, "pendulum." We give two of his stanzas:

"The feeble rays that pierce the lamp's dark shade
Turn the familiar objects in the room
To outlines vague, adrift in misty gloom,
The warm, soft fleeciness by shadows made.

"Familiar shapes hide in the gloom apart,
Like friends unseen, yet known, and peacefully
Sleep round me, sharing this my privacy,
In their aloofness dearer to my heart."

Here is "H.G.'s" version of the same stanzas:

"The lamp, dim-shaded, with its muffled rays,
But half reveals my household gods; a haze
Lingers around them, fleecy-white, and drapes
Their vague, distorted shapes.

"I feel their friendly presence, and I know
That, as though sleeping in this room's warm glow,
The silent, intimate communion here,
The things I love are near."

As a poem "H.G.'s" is the best, but he does not wrestle with the difficulties; e.g. line 16 is shirked. Stanza 8 of "Boy" is weak; line 3 is cacophonous, and line 4 a stopgap.

A Prize of Two Guineas is offered for the best translation of the following passage:—

Cromwell mourut dans la plénitude de son pouvoir et de sa grandeur. Il avait réussi au delà de toute attente, bien plus que n'a réussi aucun autre des hommes qui, par leur génie, se sont élevés, comme lui, au rang suprême, car il avait tenté et accompli, avec un égal succès, les desseins les plus contraires. Pendant dix-huit ans, toujours en scène et toujours vainqueur, il avait tour à tour jeté le désordre et rétabli l'ordre, fait et châtié la révolution, renversé et relevé le gouvernement dans son pays. A chaque moment, dans chaque situation, il démêlait avec une sagacité admirable les passions et les intérêts dominants, pour en faire les instruments de sa propre domination, peu soucieux de se démentir pourvu qu'il triomphât d'accord avec l'instinct public, et donnant pour réponse aux incohérences de sa conduite l'unité ascendante de son pouvoir. Exemple unique peut-être que le même homme ait gouverné les événements les plus opposés et suffi aux plus diverses destinées. Et dans le cours de cette carrière si forte et si changeante, incessamment en butte à toute sorte d'ennemis et de complots, Cromwell eut de plus cette faveur du sort que jamais sa vie ne fut effectivement attaquée; le souverain contre lequel était écrit le pamphlet, *Tuer n'est pas assassiner*, ne se vit jamais en face d'un assassin.

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OCCASIONAL NOTES.

THE bifurcation of the Finance Bill is a distinct setback to educational progress, and it postpones for another year the large reforms foreshadowed by Mr. Pease. All are agreed that a large additional grant from the Treasury is the first necessity, and it is hard that this should have to wait till questions of rating are settled. Meanwhile, till the second part of the Finance Bill passes the House of Lords, we cannot tell whether the additional education grant for the current year will be large or small. That part of it which is secure Mr. Pease proposes to allot as follows: To free meals, £77,000; to schools for the blind and physically defective, £27,000; grant for epidemics, £55,000; to health work, £50,000. It will be noted that none of these directly promotes education: all are of the nature of Poor Law relief. At the meeting of the National Education Association on June 23, strong objection was taken by the President, Lord Sheffield, Mr. John Massie, and other speakers to the repeal of the clause in the Act of 1891 enforcing free education, and the substitute proposed by Mr. Pease—the withdrawal of grants from schools charging fees—was condemned as wholly inadequate. Objection was likewise taken to the block grant as not discriminating between schools that gave a liberal education and schools content with the beggarly elements. The members who talked out the Children (Employment and School Attendance) Bill—a clique of Lancashire employers backed by the professional obstructives of the Opposition—were justly denounced by

the Secretary, Mr. Mundella. Mr. Handel Booth spoke twelve times, and was thrice called to order by the Speaker.

ON June 11 a Deputation from the Teachers' Registration Council, to urge the abolition of the Acting Teachers' Examination, was received by the President of the Board of Education. The Chairman of the Council, Mr. Arthur Acland, and other speakers pointed out the anomaly that would arise when the permanent conditions of registration came into force, if teachers excluded from the Register were still recognized by the Board. If it were now announced that after December, 1918, this examination would cease, no hardship would arise. There would still be two years of grace during which intending teachers could qualify by training for admission to the Register. There are at present more places in training colleges than candidates, and several colleges are advertising vacancies for the coming session. The President, in reply, expressed his entire sympathy with the object of the Teachers' Registration Council to enforce training, but, in view of the present dearth of entrants to the profession, he did not see his way to fix any precise date for the termination of the Acting Teachers' Examination, and he threw out a suggestion that some alternative might be devised to the two years' course in a training college which would satisfy the Teachers' Registration Council. Whatever the Board may do, we hope that it will not be content with a vague announcement that at some proximate date the Examination for Acting Teachers will be discontinued. In the case of secondary teachers, a similar threat proved a *brutum fulmen*, and actually led to a falling off in the entrances to training colleges.

THE way of the Oxford reformer is hard. The proposal for the reform of Responsions at Oxford was defeated in Congregation by 110 votes to 73. This brings to a close a long discussion on a scheme which has never excited any great enthusiasm. The plan was to screw up the examination by requiring a candidate to pass in five subjects, four at least at a time, namely Latin, Greek, English composition, mathematics, and a fifth to be chosen from a list. The test was to be made rather harder, without any relief being offered to the Modern Side boy. An examination reformed on these lines might have kept out a few public-school "ne'er-do-weels," but would have done nothing to encourage the boys of the newer schools to come in. Just at the moment when the Oxford scheme was demolished, the Cambridge scheme appeared in print. This scheme, drawn up by a syndicate of seven distinguished dons, admits a modern language as an alternative to Greek, makes an essay and some other English work obligatory, divides the subjects required into three groups—Languages; Mathematics, Science; and English—and permits candidates to pass in each group separately.

WITH the greater part of the Head Mistresses' protest against some of the findings of the Royal Commission on the question of the employment of women in the Civil Service we are in complete sympathy. We can find no good reason why women should be forbidden to compete for Class I Clerkships; certainly none is given

by the Commission. Their argument that women who are fit for such posts will have already distinguished themselves at the University or elsewhere applies equally to men and women. The view expressed in the Report that women are less adaptable than men is certainly a strange one; most people hold the exactly opposite opinion. In power of sustained work and endurance of long hours women may be inferior, but any weakness in this direction is counterbalanced by their superior conscientiousness and care in minute detail. The proposal of the Commissioners to condemn female typists to a lifetime of type-writing is wholly bad. On the question whether retirement on marriage should be compulsory for women the Head Mistresses express no opinion.

ONE of the worst forms of "cram" of which we have ever heard is that encouraged by the Examination for Girl Sorters at the Post Office. The unfortunate candidates are examined in four subjects only—reading, writing, the first four rules in arithmetic, and the geography of the United Kingdom. They drop all other branches of education and devote their whole time and energy to acquiring extraordinary proficiency in these rudiments. To what condition their minds are reduced in the process it is beyond our power to imagine. The remedy suggested by the Commissioners is a leaving certificate. Let the candidate produce a certificate from her school showing that she has been properly educated up to, we suppose, a certain age. But there is a difficulty in the way of such a regulation. "The general educational system of the country is not yet sufficiently developed to allow of its immediate adoption," says the Report. In plainer English, our secondary schools are not yet so numerous nor so good that we can trust them to turn out an adequate number of decently educated clerks.

WE note with considerable satisfaction a statement made in a daily paper by the Secretary of the Association of University Women Teachers that a growing number of University women who take up teaching in secondary schools find it distasteful and give it up. Clearly the more thoroughly this weeding out process is done the better. In both boys' and girls' schools there are far too many teachers who are there only because they have not been able to get anywhere else. Such teachers depress the public estimate of education, lower the standard of the teaching, and help to keep down the rate of salaries. So many careers are now open to women that those who have no natural bent for teaching have no excuse for taking it up as a profession. We wish, however, that the sifting process could be performed earlier. The weeding out certainly ought to be done during the period of training, and possibly it will be so done when training is general or universal, if only training institutions can overcome their deep-seated reluctance to weed out anybody who can make shift to get through a lesson without actually causing a riot.

BUT possibly another consideration was present to the minds of the Commissioners. To require a leaving certificate, they may have thought, would be unjust to children who live in rural areas or small towns where there is no public secondary school. Such an injustice, however, we

feel sure would be purely temporary. If parents in Little Muggleton found that their children could not compete for posts in the Civil Service because there was no good secondary school which they could attend, Little Muggleton would soon ask for such a school. And in our opinion Little Muggleton ought to have a legal right to it. That is to say, if a certain number of parents in any locality demand a secondary school and pledge themselves to support it, that secondary school ought to be built. In this way the requirement of a school-leaving certificate would further the erection of secondary schools.

PROF. SPEARMAN, in the March number of the *Journal of Experimental Pedagogy*, has done something towards at least defining the problem of Formal Training. Most of our readers know what that problem is. Some people hold that a boy who can do Latin prose can do anything, others that his work at Latin prose will scarcely help him to write good English and certainly will not make the study of astronomy or the stock market any easier to him. The truth possibly lies somewhere between these two extremes. Prof. Spearman holds that "all training has an indefinitely wide range of effect, but it is like the illumination proceeding from a focus of light"—it gets weaker the farther you get from the centre. The problem then will be to discover over how wide an area any particular kind of training is effective. If a boy is taught to observe chemical experiments carefully, will he be the more capable of observing half-obliterated prehistoric earthworks? If a girl's memory is trained on history and geography, will she be the more likely to remember the addresses on her visiting list when she is married? Is there such a thing as a trained eye, or only such a thing as an eye trained for certain exercises; such a thing as a trained memory, or only such a thing as a memory trained in certain directions? It might throw some light on the first question to note whether boys and girls who are specializing in science observe more quickly and more accurately during a country walk than their schoolfellows with a literary turn.

THE time has surely come when Special Police Courts for Children should be established everywhere, and youthful offenders thus saved from the contamination of the Police Court. So far only one or two big towns have instituted such courts; there is none in London. A Children's Court would be exempt from the ponderous formalities of the ordinary tribunal; there would be no dock, and the magistrate would be more like a schoolmaster than a judge. The question of the most suitable punishment for petty offences and breaches of police regulations presents some difficulties. Imprisonment is out of the question; fines fall on the parent, and not on the child; and it is absurd to send a boy or girl to a reformatory for "bagging" a few apples or throwing stones in the street. At the risk of being thought quite out of date, we venture to suggest that for boys at least no more suitable chastisement than an old-fashioned whipping can be found. Only the small criminal must be made to smart. We have heard of cases in which the burly constable to whom the painful duty of flogging was entrusted was so afraid of doing serious damage that his blows produced nothing but a smile on the face of the culprit.

A Peculiar Form of "Gramming."

Formal Training.

Teachers without a Vocation.

Special Courts for Children.

If there is no Secondary School?

THE University of Sheffield, following the example of London, has decided to strike Latin out of the list of compulsory subjects for medical students. The change

**Medical
Latin.**

will seem startling to those who have always regarded some knowledge of Latin as necessary for a doctor, because he uses that language in writing his prescriptions. This view we believe to be founded on a fallacy. Medical Latin is not a language: it is merely a list of technical terms. These technical terms are assimilated by the student and their meaning made part of his mind by the connexion established between them and the things they represent and by his use of them, not by his observation of their origin. If we know the derivation of a word, we are always apt to think that such knowledge helps to a comprehension of its meaning, but in nine cases out of ten this is probably a delusion. Musicians who are ignorant of Italian understand the meaning of musical terms just as fully as those who know that language. The politicians in the working men's clubs apprehend the force of such words as "mandate," "constitutional," "veto," quite as well as the politicians in Pall Mall. The only advantage the man with a knowledge of Latin has is that the initial difficulty of grasping the meaning of Latin-derived words for which no base in English exists—such words we mean as "equine," "auditory," "visualize"—is reduced. This is a real, but not a very great, advantage.

BUT this advantage may be too dearly purchased, for teachers attach too much value to the discussion of technique in art and literature. Many masters and

**Technique
and Substance.**

mistresses find it difficult to know what to teach in literature, for instance. They used to fall back on philology; classical allusions, too, were a great stand-by; now they are inclined to fill up the vacant space with technique, the study of metre, of simile, and the minutiae of style. Certainly boys and girls ought to learn something of this, and the older they are the more they ought to learn, yet technique is, after all, a minor matter. The impression made by the book on the mind and heart is the important thing. What is said is infinitely more worthy of attention than the manner in which it is said. It was one of the weaknesses of the old classical education that it attached more importance to form and language than to substance. Let us hope that teachers of English will take care not to fall into the same pit.

THE accomplished writer in the *Schoolmaster* who signs himself "Y." has recently given a column of counsel to people who propose to buy pictures. His

**A Pedagogic View
of Art.**

advice may be judged from the following specimen. "Then you will look to see how many, and which, of the following characteristics of a good picture are present in the one under notice: invention, composition, disposition," and so on, fourteen points of technique being enumerated. With all due respect to "Y.," we shall do nothing of the sort when we next buy a picture. We shall rather look to see what revelation of beauty it contains, what feeling it expresses, what appeal it makes to the eye and the heart. If it satisfies us in these respects, we shall venture to buy it, even if it is weak in every one of "Y.'s" fourteen points. Even a horse is more than a list of good and bad points, much more a picture. We earnestly hope that this is not the way in which teachers

in elementary schools cultivate the appreciation of art in their pupils.

THE Special Report on School and Employment in the United States recently issued by the Board of Education contains much information which will be of

**School
and Employment.** interest to those who are studying the problem of education during adolescence.

The years from fourteen to sixteen constitute a special difficulty in America, for children leave school at fourteen, and they cannot obtain employment at any form of skilled labour till they are sixteen. Hence the need for Industrial schools where this interval can be utilized in the learning of a craft. These have been and are being established in some of the north-eastern States. A peculiar, though not, we think, quite unique, feature of American education are the "half-time schools," the pupils of which spend half their time in the workshop and the other half in school, studying subjects closely allied to their trade work. In day continuation schooling Ohio and Wisconsin appear to be leading the way; but such schooling is obligatory only for those children who have not completed the elementary school course satisfactorily. We note that American opinion is practically unanimous against evening continuation classes, and those started in New York State seem to be a failure. An interesting feature in the volume is the account of the school system of Gary, Indiana, a town of 30,000 inhabitants, built to order in six years by the Steel Trust. But we have no space even to note its most striking points.

SHOULD skipping be practised as a regular form of physical exercise in schools? The question is not quite so simple or so trivial as it looks. On the one

**Skipping and
Singing.**

hand, there can be no question that skipping is an excellent exercise, that it is easily learnt and greatly enjoyed, and would probably do at least as much good as the Board of Education's syllabus of arm and leg movements. On the other hand, it is probable that if skipping is made a school exercise it will cease to be a playground and street amusement. Schools have not yet solved the problem, and possibly never will solve the problem, of having it both ways, of making a thing at once a discipline inside the school and an amusement out of it. As soon as any pastime or hobby which is pursued by children freely and capriciously becomes regularized and systematized, it loses for them half its charm. It ceases to be the spontaneous outflow of their energies; it becomes something done to order, and what is done to order is not often done without orders. This may partially explain what has always struck us as curious—namely, the very small effect which forty years of instruction in singing in elementary schools has had upon singing as a social practice in Southern and Middle England. Do Englishmen sing for enjoyment any more than they did fifty years ago? The appreciation of music has no doubt increased and so has possibly the practice of instrumental music, but we doubt whether singing has advanced much.

MR. BIRRELL has introduced into the House of Commons a modest little Bill for the improvement of the position of assistant masters and mistresses

Irish Secondary Teachers.

in Irish secondary schools. The first provision is for the establishment of a Registration Council to frame and keep a Register not of all teachers, but of intermediate school teachers. We note that the words of the Bill are "The Lord-Lieutenant *may* constitute," but we do not imagine that the Irish teachers will have such a long struggle with the officials at Dublin over the meaning of the auxiliary verb as English teachers had with officials at Whitehall. Then a grant of £40,000, the first grant ever made for secondary education in Ireland, is to be ear-marked for the benefit of the lay teachers in the intermediate schools. The clerical teacher's position, said the Chief Secretary, is not urgently in need of improvement. Mr. Birrell also promised "fixity of tenure," which, however, turned out to mean merely that the teacher should have a right to three months' notice before dismissal. We should scarcely call this "fixity of tenure" in England. The provisions of the Bill, humble as they are, will no doubt make a beginning at improving the conditions of what Mr. Dillon called "one of the most deplorable professions which any educated man could take up in any country in the world."

IN the *Nineteenth Century* for June Mr. C. H. P. Mayo writes on the dullness of Sunday in the public schools. He reckons that for some six or eight hours a boy is left to his own resources, in addition to the two or three that he spends in his own house after lock-up. The remedies he proposes are (1) some form of compulsory military drill, (2) lectures on social problems—civics and the like, (3) meetings of debating societies. With the spirit of Mr. Mayo's reforms we heartily sympathize, but he seems to us greatly to exaggerate the gloom of a modern Sunday at school. It is a good thing that on one day in seven a boy should be left to his own devices, even if he does choose to loaf; and the better sort, who prepare their two Scripture lessons, write home, and go for the Sunday walk or ramble with the friend of their choice will not have many vacant hours over. From the first proposed remedy, moreover, we strongly dissent. It violates what should be a guiding principle of Sunday observance, that the day should differ from other days. No surer scheme for making Cadet Corps unpopular could be devised. At Winchester there are no Sunday lessons, and Sunday lectures have long been an institution at Clifton.

LOCAL AUTHORITIES.

THE hopes of the rate-payer for some immediate relief are not, it appears, likely to be realized, and some are inclined to suggest that, even if the provisions of the Finance Bill could be carried out, the relief would be illusory. That is to say, the rate-payer is not likely to benefit if a reduction in rates is associated with an increase in assessable values, and the Chancellor of the Exchequer implies that the price of relief is the adoption of a new basis of assessment. Urban areas anxious to extend their territories have been known to guarantee that the rates in the district to be "taken in" shall not be raised for a period of years. The inhabitants of the district congratulate themselves on the bargain until they find that the assessable value of their property is steadily improving. While there is little prospect of substantial relief to the burden of local expenditure, the teachers are pressing their claims upon the Authorities for higher salaries, and the Board of Education continues to fine the same authorities for conditions over which they have little control.

Relief of Rates.

THE present deficiency in the supply of teachers is a matter for which the Board of Education is chiefly responsible. The abolition of the old pupil-teacher system was entirely the Board's work, and the Local Authorities generally have laboured zealously, and spent freely, in the effort to make the Board's alternative policy a success. In doing so they are producing a type of teacher who is entitled to a higher rate of remuneration and so deliberately adding to their own difficulties. How does the Board recognize its responsibility for restricting the supply of teachers and reward the efforts of Local Authorities? By reducing the inadequate Government grant, if, for even a short period during the school year, the staff of a school is below the requirements of the Code.

THE fact that a Local Education Authority may have expended a quarter of a million in building new schools and have made a determined effort to overtake the neglect of the years previous to their responsibility is of no consequence to the Board. If the average attendance at a particular school exceeds the accommodation, the grant is reduced. Similarly, in the case of non-provided schools suddenly discovered to fall short of an Inspector's standard of structural efficiency. At a recent meeting of the Essex Education Committee it was reported that £20 had been deducted from the grant because the premises of a particular school were regarded as unsatisfactory. The Chairman said that the Elementary Education Committee took the strongest possible objection to this fine and proposed to resist it with all the power they could. All parties concerned with the county had done what they could and had spent a lot of time on the school. The result was that the Committee—or those whom they represented—were to be fined in respect of a school in which all the rate-payers' representatives had done their very best. It is to be regretted that the officials of the Board should imagine that it makes for administrative efficiency or educational progress to irritate Local Authorities with pin-pricks.

THE Lancashire Education Committee has received a report from one of its Sub-Committees on the new regulations of the Board for increasing the supply of elementary-school teachers, and record their opinion that the proposals would not materially increase the number. It is considered, also, that pupil-teachers trained under these regulations would be at a serious disadvantage compared with the ordinary pupil-teacher or bursar, and, further, unless they pass some final examination, accepted by the Board, within a given period, the Authority would not receive the final instalment of grant. As an alternative to the Board's proposals, the Committee has adopted a scheme applicable to the whole county. Bursars will be selected by examination from pupils in secondary schools at the age of fifteen instead of sixteen, and recognized as such for two years instead of one. In the first year of recognition a maintenance grant of £10, and in the second year £15, will be allowed. To meet the needs of children in rural areas an additional allowance of 10s. 6d. a week in lieu of travelling expenses will be made. It is further proposed that children between thirteen and fourteen, selected by examination, should be drafted from elementary to secondary schools, where they would remain for at least three years. They would receive free tuition, travelling expenses, an allowance of £1 for books, and a maintenance allowance of £5, £10, and £15 respectively in each year of attendance. As such pupils would not be able for the first two years to take their proper places with ordinary secondary-school pupils, it would be necessary to place them in special classes, and a few secondary schools will be selected where the experiment will be tried. The plan adopted by the Lancashire Committee appears to be an excellent one, and it will be interesting to hear of the results.

THE Education Committee for Kent, in their forty-sixth report, render an interesting account of the work done by twenty farm lads during a month's sojourn at a farm school. As a matter of fact, no farm was attached to the school, and for all practical work, such as thatching, hedge layering, draining, pruning, and the like, the institution was entirely dependent on the goodwill of the neighbouring farmers. No difficulty, however, was experienced in this direction, and the farmers gave every facility for carrying out whatever work was contemplated. The lads were carefully selected from different districts of the county, and the school was held during the month of January. The total hours of instruction received by each lad was thirty-eight hours of lecture work and ninety-eight hours of practical work. A consideration of the syllabus of subjects suggests the criticism, that too much was

Kent: Farm School.

attempted. The Principal of the School points out, however, that no subject can be fully learnt in a month, but that a lad can get a clear idea in the time of how a piece of work *should* be carried out, while he must get the ability to do it by constant practice afterwards. "By his introduction to a number of subjects which he has never touched before, the lad may—as several did—discover a latent taste for a certain kind of work which he never suspected before. Such a discovery is a valuable one, not only to the lad, but to his employer."

The Farmer's Duty. THE work done at this experimental residential Farm School may be regarded as the type of educational effort now favoured by the Board of Agriculture. It may be useful, but it ought not to be necessary. Farmers, like other employers of labour, secure the services of lads at low wages because the lads are supposed not only to work, but to learn the mysteries incidental to their occupation. Hedge layering, draining, thatching, wood cutting, care of farm implements, and the like are crafts which a lad ought to learn and practise on a properly conducted farm, not in a State-supported educational institution. If the success of the great agricultural industry in this country depends upon spending public money in teaching lads processes which they ought to be able to learn with efficiency on commercial farms, the agricultural industry must be in a very bad way.

Wiltshire. THE field manurial demonstrations, conducted under the direction of the County Secretary for Agricultural Education in Wiltshire, must be of considerable value to the farmers in that area. The demonstrations include trials under various conditions, and with numerous manurial combinations, to ascertain the best methods of cultivating meadow land mangolds, swedes, potatoes, wheat, and also sugar beet. The results are tabulated in a simple and at the same time complete form, full particulars being given of the precise conditions under which each demonstration was carried out. Consequently, any practical farmer with the report in his hand can understand the nature of the soil, the treatment to which it has been subjected, and the results of the experiment. This is unquestionably a work of the greatest educational and industrial importance, which must have a far-reaching influence.

SCIENCE NOTES.

Sheep-shearing and the Wool. "R. H.," in the *Morning Post*, referred to the L.C.C. Junior County Scholarship competition as the great annual sheep-shearing. Perhaps the term would be applied with equal correctness to the July examinations in our secondary schools. It is safe to predict that several thousand boys and girls will answer correctly questions on calorimetry and expansion by heat, and that quite as many will answer incorrectly questions on radiation; that in the chemistry answers there will be a fair knowledge of facts and much weakness in principles; that diagrams will be well drawn and numerous, and that descriptions of apparatus and experiments will be fairly full and accurate. Formulae and equations will be too much employed by beginners, who do not understand the basic laws which precede them. In attempts at logical reasoning inversions will be commonly met with, such as statements that certain flowers are alike because they belong to the same natural order. Problems on Archimedes' Principle will be worked correctly, but the Principle itself will be wrongly stated. Candidates in domestic science will fail to connect rules of healthy living and domestic management with the experimental work performed in the laboratory, even when they know the rules and have obviously been guided through a course of laboratory exercises.

Reform wanted in details. THE accuracy and certainty of the above prediction might give teachers furiously to think. The elimination of errors repeated by generations of pupils is probably a matter of reformed methods in presentation, especially in regard to details. The nearest approach to freedom from serious mistakes seems to be made in the schools where difficulties are examined with some thoroughness without fear of being above the heads of the children. However, we do not presume to dogmatize on the methods; our present object is to cause more heart-searching among science teachers. Then improvement will surely follow.

British Association in Australia. A STRONG program has been arranged for the Australian meeting of the British Association, and this is particularly marked as regards questions of science teaching. In Section L there will be addresses by Prof. Perry (President) and Prof. Armstrong (Vice-President), and a discussion on the place of science in the State and in education is expected to follow Prof. Armstrong's paper. Mr. Buckmaster will give a retrospect of the aid given in England to scientific education—alas! that it can only be a retrospect! Mr. Eggar will raise the question of the quality of school mathematics and science most suited to be part of a liberal education, and he will be followed by Mr. J. Saxton and Mr. H. P. Hansen, of Melbourne. Vocational education will be strongly represented by Dr. Kimmins, Prof. Findlay, Dr. Moody, Dr. Hall, and others. The teaching of botany and of domestic science will find advocates in Miss Clarke and Mrs. Meredith. The above constitutes about half the program; the other half is less directed to science, and is not less interesting. The speakers are to include Prof. Green, Prof. Hetschajeff (on Russian Experimental Pedagogics), Sir H. Reichel, Principal Story (Queensland), and Dr. Gray.

Children at Museums. MANY of our readers are interested in the endeavours to enhance the educational utility of museums, so we may call attention to the article in the May number of the *Museums Journal* by Mr. W. R. Butterfield, in which he makes suggestions for special rooms for children.

The coming Solar Eclipse. IT is often assumed that little information is to be gained by observations of a partial eclipse, or of partial phases preceding and following totality. In a paper presented to the Royal Astronomical Society in 1912 Prof. Fowler gave an account of most interesting and valuable observations of the "flash" spectrum extending over nearly an hour. Briefly, the method consists in using a slit set radially so as to follow the point of the cusp, or rather just within the region where the moon occults the photosphere, but does not occult the chromosphere and prominences. Under these conditions the reversing layer can be well examined, especially while the phase exceeds 0.5. We shall endeavour to follow the phenomenon, and hope some of our readers will be able to do so. Some practice with a prominence spectroscope, used in conjunction with a Barlow lens, is required. Messrs. Hilger supply a prominence spectroscope for £5; but it is advisable to have the instrument modified so as to permit ready observation of the whole visual spectrum. Many direct vision spectroscopes of high dispersion could be adapted for the purpose without interfering with their use for other purposes.

JOTTINGS.

THE Montessori Society has arranged a Conference at East Runton from July 25 to 28. There will be lectures, discussions, and daily classes of children; also an exhibition of Montessori garments and apparatus. Those desiring accommodation in camp should apply to the Secretary, 12 Montagu Street, W.

CONFERENCE OF TEACHERS OF ENGLISH AT STRATFORD-ON-AVON.—Arrangements are now complete for this Conference, which opens on August 1st, and the program is singularly attractive. Monday—Address by the President, Sir Sidney Lee; and papers on the Study of Shakespeare in Schools, by Mr. J. H. Fowler, of Clifton College, and Miss McCroben. Tuesday—"The Study of Poetry": papers by Mr. Lascelles Abercrombie, Prof. Clark, and Mr. John Drinkwater. Wednesday—"Co-ordinative Speech-training," by Miss Elsie Fogarty; "Use of Phonetics in Teaching the Mother Tongue," by Mr. Daniel Jones. Thursday—"Oral Composition," Dr. Rouse. Friday—"Acting in Schools," Miss Amice Macdonell and Mrs. Percy Dearmer. During the week Mr. Benson will give a sequence of the three historical plays, "Richard II," "Henry IV" (Part II), and "Henry V," also a performance of the entire text of "Hamlet." Applications for membership having far exceeded the accommodation of the Grammar School, the Committee have arranged for a second week, from August 8 to 15. Conditions are the same as for the first Conference, and applications should be made at once to Hon. Secretary, Conference of Teachers of English, Theatre Box Office, Stratford-on-Avon.

THE Royal Society of Edinburgh has arranged for the Napier Tercentenary Celebration in Edinburgh from July 24 to 27, to be followed by a Mathematical Colloquium from the 28th to the 31st. On the 24th Lord Moulton will deliver the Presidential Address. There will be an exhibition of calculating machines, &c., connected with Napier. Those desiring to become members and attend should apply to C. G. Knott, Esq., 22 George Street, Edinburgh.

AT King's College, Strand, an Exhibition illustrative of modern methods of History Teaching will be held in connexion with the Conversazione on July 1, and the Exhibition will be open to the public on the three following days: on Thursday, 5-8 p.m.; on Friday, 5-8 p.m., and on Saturday, 10 a.m. to 1 p.m. Addresses on various aspects of history teaching will be delivered by Prof. Adamson, Prof. Hearnshaw, Mr. A. P. Newton, and Mr. A. A. Cook.

A COURSE of lectures on Town Planning will be held at University College, Gower Street, during the first fortnight of August, in connexion with the London School of Architecture, and officially conducted visits will be paid to Letchworth, the Hampstead Garden Suburb, and other suitable sites in the neighbourhood of London. For information, &c., apply to Mr. J. S. Rathbone, Fitzalan House, Church End, Finchley, N.

THE Munich Holiday Course for Teachers will be held this year from July 15 to 28. Dr. Kerschensteiner will deliver a course of eight lectures on "The Scientific Principles of Teaching." Teachers wishing to join should send name and address to Hon. T. Bund, 8 Pfarrhofstrasse, Munich, who will give information as to lodgings.

"Convince a man against his will."

He replied with a half-suppressed d—n,
"Your argument proves that I am
A creature that moves
In determinate grooves,
In fact not a 'bus, but a tram."

"IN most of our schools the higher class spends at least a couple of hours a week discussing the important events of the week." So reports Mr. Morley Dainow in the *Bioscope*. It is strange that these two hours do not figure in any time-table with which we are acquainted. Nor can we see how the cinematograph could serve to visualize and bring home the events of the week. Would a week suffice to prepare films of the launch of the "Aquitania" or the visit of the King of Denmark, to take two of his instances?

A LADY of culture, with capital, advertises in the *Morning Post* desiring the purchase of a High-class Laundry, Ladies' Club, Boarding House, or High-class Finishing Boarding School for Girls.

THE Executive Committee of the Women's Industrial Council at its last meeting passed resolutions approving, as a preliminary measure, the provisions of the Children's Employment and School Attendance Bill, but urging that the clause respecting attendance at Continuation Schools for children under sixteen should be compulsory, and not permissive at the discretion of the Local Authority, and that continuation classes should be held during the daytime.

A SUMMER Course for Junior Form Mistresses at Cherwell Hall, Oxford, from August 3 to 15, has been arranged by the Council. Particulars will be found in our advertisement columns.

MESSRS. KELWAY & SON, of Langport, Somerset, has received from the United States Government an order for flower and vegetable seeds amounting in weight to 44 tons. These seeds are purchased for gratuitous distribution, and do not include agricultural seeds or large seeds, such as peas and beans.

THE *Schoolmaster* (June 13) has an article on "Latin Macaronics." The four *malo's* is taken as a typical specimen, and for the sake of the ignorant each *malo* is parsed: thus, "*malo*, -i (noun, *masc.*, 2nd decl.), an apple tree," (the italics are ours). It may be "perfectly good Latin," but it is not a macaronic. "*Trumpeter unus erat qui coatum whitum habebat*" is a true macaronic. We are further informed that O.V.S. was the usual Roman form of the last farewell salutation. We are all fallible, and in a recent *Westminster Gazette*

prize version, signed "E. D. S.," and commended by the editor for its fidelity, *patebor* occurs as the future of *puli*.

WE are asked to remind teachers of the Froebel Society's Summer School for Teachers of Young Children, at Broadstairs, from August 1 to 22. Last year many late applications had to be refused.

SIR LAUDER BRUNTON has expressed the opinion that there should be games masters at the public schools, perhaps "old blues," who should be paid at the same rate as classical masters and take equal rank with them. The only improvement on this that we can suggest is that the possession of a "blue," with honours in boxing, swimming, and gymnastics, or at least two of them, should be an indispensable qualification for a head mastership. Why should a matter of such supreme importance as athletics be left entirely to assistant masters?

THE exchange of teachers between different parts of the empire goes forward. Canada takes a leading part in the movement, as is natural, seeing that geographically she is the centre of the Empire. Manitoba, and Canterbury, New Zealand, have been exchanging teachers. The London Education Committee has just given its sanction to a scheme for temporary exchanges between London and the Dominions.

THE Welsh Board of Education has issued a favourable report of the Aberystwyth Summer School for 1913. The numbers have grown from 81 in 1909 to 146. Geography was the most popular subject; next to this "Pedagogy of Handwork."

THE Nursery Training School held a Drawing Room Meeting at 1 Prince's Gardens, on June 23, to appeal for funds to extend their work. The school was opened in 1911 by the Women's Industrial Council, and already twenty-eight students have completed their year's course of theoretical and practical training. It is proposed to build a properly adapted house near Hampstead Heath.

WHY cannot the great boarding schools turn out mathematicians? Out of thirty-eight men placed in Class I of the Cambridge Mathematical Tripos, one hailed from Marlborough, some from Rossall, all the rest from day schools. Out of forty-two men who gained a First Class in the Natural Sciences Tripos, six or seven came from the big boarding schools.

ENGLAND possesses the most remarkable set of records of economic and social history in the world, but a comparatively small portion of them has been published. With this object in view the British Academy has appointed a Committee, consisting of Viscount Bryce (President of the Academy), Prof. Gollancz (Secretary), and other members, with Prof. Paul Vinogradoff as Director of Publications. A grant in aid has been voted by Parliament towards the expenses of the publication of the series, which will be entitled "Records of the Social and Economic History of England and Wales," and the first volume, "Survey of the Honour of Denbigh, 1334," edited by Prof. Vinogradoff and Mr. Frank Morgan, will appear shortly. The series will bear the imprint of Mr. Humphrey Milford, Publisher to the British Academy, and it is proposed, as far as possible, to bring out three volumes every two years. The "Black Book of St. Augustine, Canterbury," will probably be the second work to be published.

THE Senate of the University of London, informed that the Government declined to vacate Somerset House in their favour, passed in effect the resolution, *Mh kivei Kamapavav*. Until H.M. Treasury are willing "to provide accommodation more suitable in situation, more convenient in character, and on terms not less advantageous as regards tenure" than those of their present tenure, they decline to move in the matter of site.

THE Council of the Teachers' Guild have virtually concluded negotiations for the lease of two adjoining houses, in a favourable situation close to the Russell Square Tube Station. They hope to have completed the necessary alterations and to be in occupation of their new premises by next October. There will be room enough to house the new Society of Education, and also for a Teachers' Guild Club, with dining, sitting, writing, and smoking rooms, and eleven bedrooms.

THE Council of the Froebel Society has appointed as Secretary to the Society Miss L. C. Courtenay, formerly Head Mistress of the Dover High School (G.P.D.S.T.) and occasional Inspector for the Board of Education.

CLASS OR STANDARD?

A PROBLEM OF ELEMENTARY EDUCATION.

By F. HERBERT TOYNE.

JUST as in many districts the old term "Board School" has lingered on long after the School Boards ceased to exist, so the word "standard" has won for itself an acceptance which is likely to continue long after the ideas which were at the base of it have passed from our educational system. It has now for years been a scholastic commonplace that organization by standards should give way to organization by class, but though lip service is thus done to the abolition of standards, the old conception, and even the old word, still continues in vogue. It still, for instance, figures in the Code, and many a head teacher who has been persuaded by H.M. Inspectors to abandon the organization by standards is required by the Board of Education to show that certain children are in certain standards. Thus, for the purpose of exemption from school attendance, the attainment of standard six or seven is insisted upon. It is obvious, however, that no reform is effected if we merely change the word "standard" to "class" and continue to act as if nothing had been done, nor is anything gained if we merely number the classes from the top to the bottom, instead of from the bottom to the top, without any alteration in the principles governing the promotion and classification of pupils. It is hoped to show that one of the most important reforms which await those responsible for elementary education is the substitution of the class idea for the standard idea; or, in other words, the application to the elementary school of the principles which, generally speaking, govern promotion in secondary schools. There may be some who consider that such a change is merely administrative, and the discussion which took place in London during 1911-12 on double promotions was largely based on administrative considerations; but the difference is fundamental and vital.

There are two meanings which have attached in common parlance to the word "standard": (1) a common denominator or standard of comparison between different schools—e.g. "to have reached the seventh standard," just as we talk in public schools of a boy getting into the sixth—and (2) the idea of a year's work of a given quality for each pupil of a given age. It is against the second of these meanings that the present movement is directed. The first is common to either system of classification. It is necessary to have at least some conception of what the object of the school career is to be and of the kind of efficiency which we seek to impress upon the finished product of our schools. This standard of efficiency must not be one but many; it must be different for different cases, because of the fundamental differences between children. One child is so constituted as to be fitted for a literary, another for a manual, and a third for a scientific education. These should be the first principles governing our systems of promotion and classification of children.

The standard which we wish to abolish is that based on the principle of the year's work—practically all the children moving up one form a year, and attaining a rigid preconceived standard, whatever their capabilities. That is the principle that still maintains a firm hold over the vast majority of our elementary schools, though the number of children who are exceptionally treated is every year increasing. It is a relic of the days of payment by results when a rigidly defined series of tests was actually imposed on the schools, standard by standard, as a condition of earning grants. Fortunately, thanks chiefly to the protests of teachers, this system has vanished, but its evil influence still lingers on, and the cramping effect on the organization can hardly be over-estimated. The principle works as follows:—You start with a notion of what is the suitable work for, say, Standard

x; you then proceed, where the system is worked at its best, to find that children are fitted for that work, and, where it is at its worst, to find the children of the age which you consider fitted for that work. Having done that you then find rooms for them, with the result that we often have in the same school many rooms overcrowded and others half empty, to the serious detriment of teachers and children alike. It should be noticed in passing that there is generally, under this system, a wide gap between the work of one standard and the next.

Let us now take the alternative method. You have, let us say, a school consisting of rooms accommodating 60, 60, 54, 54, 50, 50, though one hopes that the era of classes of this size is passing away. You then take, beginning either at the top or at the bottom, your 50, 54, or 60 children according to attainment, and assign them to a particular room, and proceed until the children are assigned to the various classes. Having then your class x consisting of Tommy, Johnny, &c., you proceed to find what is the suitable curriculum for these particular children who are to be taught by a particular teacher, also with definite qualifications and limitations. In other words, as in the case of man and the Sabbath, the curriculum is made to suit the children, not the children to suit the curriculum. We have supposed the case which is most in favour of the old system—i.e. the school where there are six or seven rooms corresponding to the seven conventional standards—but the standard method becomes ridiculous in small schools of four rooms or less, where the children are actually classified into standards which then have to be grouped together. Instances must occur to everyone familiar with this class of school, where the adherence to the standard idea has created for the teacher totally unnecessary and almost overwhelming difficulties of organization.

There are three grave defects of the old system—psychological, educational, and administrative. The first of these consists in the assumption that the children are mere units fashioned in one mould. The logical basis of this assumption is such that it requires only to be stated to be seen to be absurd. It is impossible, for instance, to believe that a given fifty children coming from the infants' school to the senior department are even approximately of equal ability. The second defect is the assumption that the advance of children is equal year by year. It will be seen that one of the defects of the old system was this tendency to classify by age, and even now you will find instances of Inspectors urging what is essentially an age classification and complaining that children are not promoted quickly enough from the infants' department, not on account of attainment but because they have reached a given year of their life. Partial exceptions must still be made to prevent a very old child from remaining with others much younger, but such cases form the exceptions that prove the rule, and will largely disappear when we have introduced into our schools a more varied curriculum to suit the particular aptitudes of our diverse human material. It is encouraging to note in this connexion that at the 1913 Conference of the National Union of Teachers, in a resolution calling attention to the way in which many Education Authorities are evading the spirit of Article 14 of the Code by demanding the promotion of pupils regardless of educational attainments, the words were added, "especially by premature promotion from infants' schools." There can never be real freedom to teachers to provide for the varying requirements of their different departments until children are classified according to the needs of the individual school and of the individual scholar, and not according to a uniform abstract ideal.

As a corollary of this change promotions will be possible at more frequent periods than yearly—viz. at the half-year or at the end of each term. It is obvious from the point on which we have insisted—viz., the divergence between the abilities of one pupil and another that different children do not require the same period of time to go through a particular course and to be fit to be moved up into the next class. Beside such considerations adminis-

trative questions appear of small moment, but there is no doubt that the proposed change would remove a great number of the difficulties connected with the staffing of schools, would secure the best use of the accommodation, and prevent in particular schools a great wastage of the effective teaching power which now occurs.

Objections are from time to time raised against this system of classification and promotion from various points of view. The four main ones are—(1) that the means of comparison between different schools is lacking and that this involves certain administrative difficulties; (2) that owing to the constant promotions the children in a given class will be of very varying attainments, and that a bright child in his passage through the school may omit certain fundamental rules and exercises, especially in arithmetic; (3) that additional labour would be thrown on teachers already overweighted by large classes, and by the increase in clerical work; and (4) that Education Authorities have attempted to use, or might in the future use, this classification as a device to avoid providing accommodation.

(1) It may be harder for an Inspector to appraise the work of a head teacher, but the true test of a school's efficiency is the finished product which is turned out. The solution would seem to lie in permitting the utmost freedom to a head teacher to organize within his own school, provided that the aims in view are achieved when the child leaves school. To this aspect of the question the change in the current idea of an Inspector's functions from those of a critic—and generally an unfavourable critic—to those of a sympathetic advisor, corresponds. Other administrative difficulties caused by the removal of a common denominator at various points in each school can easily be dealt with. In regard to such routine matters as the supply of additional requisitions to the higher standards, admission to special subjects, such as domestic economy and handicraft, or to sit for scholarships—all these might easily be regulated by an age qualification, while the exemption from attendance should be granted on the lines laid down in the Bill at present before Parliament, and based not only on the age of the child but also on the beneficial character of the employments.

(2) The second objection is by far the most serious, being based largely upon educational considerations. It may be frankly admitted that in many instances the change from the old to the new system must be accompanied by some temporary inconvenience. No doubt in the transition stage some classes would be of a very composite and heterogeneous nature, but this would be the result not so much of the change as of the former rigid conditions obtaining, whereby it was presupposed that there was a gap between the top boy of one standard and the bottom boy of the next, essentially different from that between two boys in the same standard. The new system, especially if there were constant promotions, would remove wide gaps and make a succession of narrow ones. Every practical teacher knows that a given number of children cannot be divided up into seven homogeneous bundles, each bundle being differentiated by clearly marked gradations. At present this difficulty of composite classes is a very real one, but if anything, the proposed change would tend to diminish it. While it exists the only possible remedy is by giving special attention to the more backward pupils. There is, however, a device by which this particular difficulty can be greatly lessened. Without entering upon the vexed question of formal training, it is generally recognized in practice that the relative attainments of children, as well as of adults, are widely different in different subjects. The aptitude for the ordinary English subjects is quite distinct from the aptitude for languages, and again from the aptitude for mathematics. Aptitudes for history and geography might be similarly differentiated; but these main divisions will be sufficient for our purpose. In our secondary and public schools the pupil is usually graded on one group of subjects, e.g. the classics. The classification thus arrived at is abandoned in the case of modern languages and mathematics, and the pupils are rearranged in sets for these

subjects irrespective of the forms in which they are placed. As a matter of convenience this reclassification by sets is generally taken within certain well marked divisions, such as the upper, middle, and lower schools. It is contended that if a similar plan were adopted in the elementary schools many of the teacher's most obstinate difficulties would be surmounted. Only those who have taught the large classes of an elementary school can realize the magnitude of the task of attempting to adopt a classification based on all subjects. Many endeavour to meet it by grading frankly on arithmetic alone and letting the other subjects take their chance, and indeed so radical are the difficulties of teaching arithmetic to pupils in different stages that this course is often the only one possible. At the same time it cannot be educationally justified if there are any means of avoiding it. These means can be found in the adoption of either English subjects or mathematics for the first classification, with a reclassification into sets for the other, and this is already in force in a very great number of schools.

(3) The third objection, that there would be an addition of labour, must be admitted to a certain extent, both in planning the time-table to allow for these double classifications, and in view of the more frequent promotions, but it must be remembered that with the double classification suggested the promotion from one form to the next would not necessarily carry with it promotion from one set to another in the special subjects. Moreover, other difficulties of organizing and fitting children into a preconceived standard would be removed and the relief afforded by abandoning the rigid classification would more than compensate any initial increase of labour.

(4) The fourth objection may possibly be well founded in certain instances. It may be true that under the pressure of the growing burden of the rates some members of the Education Authorities may support such proposals with a view to a saving of accommodation. If, however, this be the case it would surely be advisable to resist the evils which might be found to occur, and not to oppose a change which is otherwise good.

To sum up, the methods of classification which we have outlined are not new in themselves, but are rather an adaptation of what is in force in the secondary schools. When the teachers of elementary schools are urged to adopt some such classification—and especially the division into sets—they not unnaturally raise the objection that though the proposals may be advantageous in secondary schools they are impossible with the larger classes existing in the elementary schools. Indeed, like many other educational reforms, this one leads direct up to the brick wall of the present enormous classes. These considerations show that there can be no more important demand on any new grants which the Government may be prepared to allot to Local Education Authorities than a reduction in the size of classes in elementary schools.

COLONIAL AND FOREIGN NOTES.

GERMANY.

Suffering humanity flies to many medicines, and children suffer under remedies as well as ailments. **Linkskultur.** Abnormal children were trained in right-handed methods; train the left hand, said science, and your child will grow normal. But *Linkskultur*, tested in the Berlin Auxiliary Schools (*Hilfsschulen*) for children of less than average mental gifts, has proved a failure and will probably be abandoned—to the great relief of the children. But the experiments are of interest, if only from the scale on which they were conducted; for they were made upon 2,600 children in 146 classes. The reports

(Continued on page 480.)

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on the effects of training the left hand in drawing and manual work are not wholly unfavourable. They are unanimous, however, in condemning the use of it for writing; when it was employed, copybooks were dirtied, spelling suffered, and the handwriting became *greculiche Schmiererei*, a dreadful scrawl. That intellectual development has been promoted by *Linkskultur* it cannot, say the German medical authorities, be contended; and in an abnormal child who, maiming the right hand, had to use the left only, not the smallest strengthening of mind was apparent. Man is one-sided, and not two-sided, and if ambidexterity be harmless, or even serviceable to adults, to cultivate it in a child is to injure him and not to help him. Such is the latest, but not necessarily the last, word of German science; for the progress of man is not in a straight line, but deviously, and with some retracing of steps. In the figure of Jean Paul: "How often has not the ill-set arm of humanity to be broken afresh so as to be rightly healed."

And with what small things German science concerns itself! In Bavaria, as the *Pädagogische Zeitung* reports, a Ministerial Decree has been issued prescribing the number of lines on every page of an exercise-book or exercise-paper used in the higher school, the distance of the lines apart, the width of the margin, and the colour of the lines. The red line that has hitherto marked the limit of the cross lines is to be abolished in favour of a blue line. We have before us, as we write, exercise-books that were used in Prussia thirty years ago—twenty pale-blue lines to the page, and a double red line terminating them an inch and a half from either edge of the open book. Not by chance this—it was all studied to spare the children's eyes.

In every part of the world men at last begin to realize that education must be paid for like any other commodity, and that you cannot starve your teacher's body without also starving his pupil's mind. German primary teachers are steadily urging their claims to a just wage. With what success? Baden will improve the teachers' pensions. Sachsen-Weimar has adopted an increased rate of payment that will cost the State Treasury an additional 247,000 Mk. a year, and that although salaries were increased so recently as 1912. The town of Wandsbeck will pay (should Government approve) to head masters of primary schools a maximum of 5,390 Mk., to ordinary teachers 4,490 Mk., and for technical assistant women teachers 2,820 Mk. What percentage of primary teachers in England can hope to reach a salary of £225, that which the little town that gave its name to the "Wandsbecker Bote" proposes? On April 1 Hessen saw its new *Lehrerbesoldungsgesetz* in force, the scale of payments being as follows: from 1st to third year of service, 1,450 Mk.; 4th to 6th, 1,550; 7th to 9th, 1,750; 10th to 12th, 1,900; 13th to 15th, 2,100; 16th to 18th, 2,300; 19th to 21st, 2,500; 22nd to 24th, 2,800; 25th to 27th, 3,000; 28th to 30th, 3,300; 31st, 3,600. To these salaries must be added 500 Mk. as an allowance for rent. Hence, after thirty years' service the Hessian primary teacher will receive annually 4,100 Mk.—that is, £205—a poor enough, a quite inadequate wage, but again we ask, are there not many English teachers worse off? And the Hessian teacher is entitled to pension on a liberal scale, whilst, should he die, 35 per cent. of the pension falls to his widow. Hessen has not satisfied its teachers, but it has recognized that, if children are to be taught, the teacher must be paid. Rich England could pay the double of these salaries.

In *Hochschul-Nachrichten* (xxiv, 7) is contained an account of an Exhibition, called "Der Student," at the Leipzig International Booksellers' Exhibition, now open. This *Sonderausstellung*, or Exhibition within an Exhibition, will give, for the first time, a comprehensive picture of student life from the days of *fahrende Schüler* (journeying scholars), *Bursen* (bursars), and *Landsmannschaften* (clubs with a local tie) to our modern age of University Extension and Education by Cheap Trips. The historical development of Universities will be illustrated, as also the growth of the students' clubs, once of political and still of much social influence. How the student dresses and has dressed, his colours, weapons, and *Kommersbücher* (books of drinking songs)—all will be shown, whilst busts of famous students (Goethe, Bismarck, Hauff, Viktor von Scheffel, Emanuel Geibel) are to adorn the scene. Several institutions will have exhibits of a special character; thus the Bergakademie of Freiberg i. Sa. will represent the room and mineralogical collection of a student of mining. The German student is not as the English: he takes less exercise and he drinks—how shall we put it delicately?—less tea. But he is a gallant and a light-hearted fellow, ripening, for the most part, into a good Civil Servant or a capable investigator; and with his clubs, which go back to the "Nations" of Paris and Bologna, he forms a chapter in history to read which were worth the journey to Leipzig.

FRANCE.

It is not for us to discuss here, in a paragraph, the proper age for admission to the University. But if we got for England—as, for all the faint-heartedness in the North, we ultimately shall get—obligatory continuation or attendance of a secondary school up to the age of seventeen, matriculation at sixteen would become an anachronism. Without regret we observe a tendency in France rather to lower than to raise the age for the *baccalauréat*. The decree of 19th June, 1880, laid down that no one might present himself for it unless he had completed the sixteenth year of life, or special dispensation had been granted to him. A circular, dated 3rd April, 1893, fixed the conditions of dispensation: it could be solicited if on the first day of the month (July or, say, November) in which the examination was held the defect of the actual age of the candidate from sixteen was not more than one year. The effect of this rule was to keep some promising and industrious pupils, who unable to get a dispensation for July, had to sit in November, at work during the long holidays. A new circular states that age-dispensations for the July examination may be exceptionally granted, upon the recommendation of the Comité consultatif de l'enseignement public, to those who will complete their fifteenth year by, at latest, 1st November following. It is true that dispensation may be asked only for candidates of more than average merit. The fact remains that the *baccalauréat* examination may now be taken sometimes at an age below fifteen.

In the spring Amédée Gasquet, Director of Primary Instruction, fell ill and had to lay down his duties, never to resume them. His career was unusually brilliant. After leaving the *Ecole Normale* he served successively in the *lycées* of Moulins, Pau, and Clermont-Ferrand, his native town, where he was Professor of History. Appointed *Recteur* of Nancy, he did much to promote the development of the University. As Director of Primary Instruction he worked most conspicuously in the pedagogic reorganization of the *Ecoles Normales* and of the higher primary schools. France lost in him a learned historian and an able administrator.

UNITED STATES.

How vocational guidance was given last year at Abilene, Kansas, you may learn from a short letter to the *School Review* (xxii, 5). Better than teachers with vague ideas of several vocations would be, it was thought, men having each a direct and intimate knowledge of one. Seven trades—let us get rid of contempt for any form of social service and accept "trade" as simply a mode of wage-earning—were chosen by the authorities of the high school for presentment to the boys, namely, law, banking, medicine, insurance, mercantile business, newspaper work, and schoolmastering, and to present each a man of character and successful experience was selected. The boys jumped at the chance of instruction by real "business men." The "business men" took an interest in talking to the young. Each for his own trade explained what disposition, habits, and training were required by it, what prospects of advancement and remuneration it afforded, and in what ways it served the community. The meetings at which this was done took place of a Friday evening in the school chapel, and when for forty minutes the speaker had addressed the boys, they probed him with their penetrative questions. A similar plan was adopted with the girls, and proved acceptable to them. Now, who will be the first English head master brave enough to borrow from Kansas, and offer to his pupils vocational guidance from those who have trodden the paths of which they discourse? Lord Haldane discoursing at Eton on the promise of Law were a welcome novelty.

Let no young teacher suppose that we would condone carelessness in the correction of papers. Yet we make bold to say that in the history of mankind as much red ink as blood has been shed in vain. The essays of school children are not literary compositions; it is idle to estimate them as if they were, nor can the correcting pen convey to the writers a sense of coherence and style. Again, it is too late to impart matter by means of marginal notes on the written scroll, and it is the lack of matter, as much as imperfection of form, that makes the school essay a thing of terror. Have some hints from the United States upon the teaching of composition any value for our readers? (i) Choose a subject, dictate some statements of relevant facts, and then let the form debate it. The *Western School Journal* (xxx, 6) proposes the following subjects (having something of freshness) for debate in America:—"That the North Temperate Zone has more desirable conditions for life than the South Temperate Zone: that

(Continued on page 482.)

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So vigorous has been the growth of agricultural clubs among country boys and girls in the United States—we are using as an authority the *Popular Educator* (xxx, 9)—that at the end of June 1913 there were sixty thousand club members raising crops under instructions supplied by the Department of Agriculture. Educative Corn Clubs originated among the boys of the South, who studied in winter the pamphlets of the Department, and then cultivated profitably each his acre of land. Not to be outdone, the girls of the South grouped themselves in educative Tomato Clubs, and for them, too, the Department had guidance, instructing them how to grow and to can—or, as we say, to tin—the vegetables. Not a fad this tomato-growing, but real and money-making work! From a plot one-tenth of an acre in area a girl raised 5,928 lb. of tomatoes; another is paying her way through a State Normal School with the proceeds of her canning; and for many girls tomatoes bring in a hundred dollars a year. Mrs. Turner, of Geauga County, Ohio, resolved to introduce the Tomato Club into the North. The Department of Agriculture, ever ready to help, sent her the results of experience in the South. The spring of 1913 "found a veritable orgy of tomato-planting in Geauga County." What girl would not join a club which offered, in addition to agriculture, merry luncheons and May-pole dances, as well as prizes for song-writing and for the composition of appropriate "yells"? But the greatest rewards were for the best results in tomatoes. The exhibits were judged in November, and each of four girls received a valuable prize in the form of a free excursion to Washington. Of other awards we will tell in the words of the American journal: "In addition to the trips to Washington, a registered Holstein calf, donated by the Holstein Association of Geauga County, and a registered Duroc-Jersey pig, donated by Mrs. Turner from among her blue-blooded porcine population at Lotusdale, were given the contestants. Leah Ludlow won the calf, and Lydia Cutts the pig." To Leah and Lydia we give the immortality that they deserve.

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(Continued on page 484.)

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IDOLA LINGUARUM.

ENGLISH COMPOSITION.

By G. E. S. COXHEAD.

It has been often said, but it cannot be said too often, that composition is the art of self-expression in words. To admit without reserve the truth of this bed-rock principle, to apply it as the touchstone of method, and of judgment upon spoken and written effort, these are the indispensable guides to the teaching of composition. Familiar and fundamental as the principle is, danger of forgetting it lurks at every turn, even in sage counsel. When Dr. Johnson launched his famous tribute to Addison's style he gave good advice, but in a specific direction. Had he followed the precept himself without recognizing its limitations and clothed his virility in the delicate garb of Addison's prose, he might have written less ponderous and less laboured sentences, but he would not have been Dr. Johnson. His very faults assist in the revelation of his personality, and cannot be refined without loss. The book in which we see him testifies to the same truth—the blemishes of Boswell the man are often the excellences of Boswell the biographer. To multiply instances is unnecessary—self-expression is the goal of composition, and since there is a self in everyone it is the function of composition to bring it to adequate expression.

Logical pursuit of this aim will place oral before written composition—we speak before we write. Hence too much stress can hardly be laid upon sound and sympathetic guidance towards the revealing of thought in words during those plastic years in which children learn to speak. Environment is all-important here, as in so much else. As the experienced teacher looks back over the span of his labours he is forced

to acknowledge, almost with sadness, how small in this direction the measure of his success has often been with boys after the age of twelve or thirteen who have previously been in an infertile environment, by comparison with the success attained before this age through the unconscious education of a refined home. Since, however, oral composition, though lessening in quantity and widening in scope as a boy rises in the school, will be needed throughout the school course, this much of consolation can be derived from reflection on the superiority of early environment of a fruitful nature—that deduction can be made from it of the principles on which further development may proceed.

At the point when the child is making his first halting attempts to put his ideas into connected sentences it would be an unhelpful parent indeed who should feel it incumbent on him to correct mistakes in grammar. The real aid would be sensitiveness to the struggling thought and suggestion of the suitable language. Fluency, not accuracy, is the matter of moment: Bacon's terse comment "conference [maketh] a ready man" is still the model statement of the principle. As modern counsellors, from Sir Walter Besant to Mr. Arnold Bennett, can confidently recommend the budding author to write something every day, no matter what its quality, that he may acquire facility of expression, so the teacher of oral composition will not hesitate to adopt such devices as shall help to secure this paramount virtue of readiness. With junior forms, since imitativeness is strongest as years are fewest, it will be serviceable at times to let the more fluent members of the class speak first, and to arrange that practice in giving connected spoken answers be of frequent occurrence and not confined to the composition lesson. Once established, readiness of speech reacts on all subsequent work, just as the absence of it is responsible for that "inarticulate growl" that is the schoolmaster's perennial lament. To higher forms on whom may have descended the blight of shyness, whether of the master or, still worse, of each other, class debates offer a welcome relief from more formal methods, and will occasionally succeed where all else has failed. But to old or young readiness of expression is an inestimable boon: its too frequent absence constitutes almost the gravest ground for criticism of English classroom methods.

When the primary aim has been reasonably attained, the class may be directed to the subsidiary aims of oral composition—connexion, accuracy, conciseness, in (I think) that order. Since the subject-matter in this type of work should be, in the earlier stages, thoroughly known to all, and at no stage should be difficult, discussion should speedily elicit whether the speaker has delivered himself in good order. These two requisites, readiness and order, ensured, oral work has in the main effected its purpose; a little time may still be devoted to examining the correctness of the facts and the length of the wording, but both are better treated in written work, and too much attention to them here has a way of weakening the major benefits. It may be noted, however, that in the discussion on them is to be found a natural and convenient place for the earlier grammar lessons, dealing at first with the general structure of the sentence and advancing by gradual stages to more formulated syntax. The section cannot come to a more fitting close than by the assertion of a strong conviction that more progress has yet to be made with the spoken word than with any other division of the subject, and that the comparative lack of "ready" men is largely due to the laying of insufficient stress upon "conference."

As oral composition diminishes written work will increase. Main interest centres here; and rightly, since the greater degree of leisure and the less degree of nervous strain under which it is performed exact from it a higher standard of excellence both in thought and technique. It falls naturally under two broad headings, objective and subjective, work that is concerned fundamentally with the accuracy, order, and conciseness of the presentation of the matter, with little or no reference to the personality of the writer, and work that betrays its quality according to the measure of self-

revelation that it offers. Under objective composition fall *précis*-writing, paraphrase, translation, the presentation of topics of which the class should have common knowledge, such as the narration of a given story or the answers to questions of fact—in brief, work whose substance is equally ascertainable by all concerned and whose quality depends on its presentment; while under subjective composition fall the essay proper, the record of originality, imagination, emotion, mood—in brief, of personality.

The interrelation of these two is that of instrumentation to music, of chiselling to sculpture, of technique to art. Hence, though often not wholly dissociable, objective composition will, as a rule, come before subjective. And as the beginner in music is asked, in its early stages, to devote almost the whole of his time to instrumentation, the beginner in writing will be asked, certainly at the outset and probably throughout, to spend most of his time, one period a week at least, upon objective composition. In actual fact it will claim more time than this, for it belongs to every classroom and lies within the province of every master. Even the teacher of art or handicraft might profitably require in writing an occasional statement of the work in hand. Indeed, the definiteness of the knowledge that boys gain from contact with the concrete places him in a specially favourable position for obtaining work that shall be tested for accuracy and succinctness. Forgetfulness of the plain truth that composition has an integral part in every teacher's work is a fertile source of slovenly writing, and was responsible for grave rebuke of the work of scholarship candidates in science at one of our older Universities. It may be assumed that the composition master will in every case be entrusted with the English Literature, but this penetration of the need for expression into all branches of the curriculum renders it highly desirable that he should take other subjects as well. Ideal work for a man of literary gifts would be a combination of English and History or a Modern Language, or, if he had the capacity, of all three.

Consideration of the nature here assigned to this type of work will disclose that its salient characteristic is accuracy. Since the facts with which it deals are readily ascertainable, and, so far as the writer's purposes are concerned, are beyond dispute, error of fact is the worst possible blemish. To write a business letter which has been clearly outlined, to narrate a well known incident, to describe the preparation of oxygen, or the conditions of growing tea, to explain the structure of an aeroplane, and to introduce into these sheer errors of fact vitiates the whole production. Even in a *précis*, wherein brevity and proportion play such prominent rôles, these essential virtues are nullified by misstatements of fact. Accuracy then comes first; and closely linked with it are clearness (which may be held to cover unity, sequence, proportion) and the difficult virtue of conciseness.

To secure these qualities is the main business of objective composition. Many devices suggest themselves. It may be well to insist upon a preliminary synopsis, to collect the papers five or ten minutes before the close of the period, to read one aloud that errors of fact may at once be detected by the class, to initiate a brief discussion on the degree in which one or other of the essential qualities has been manifested, or, if a *précis* or a paraphrase has been attempted, to read a model answer while the flame of effort still illumines the mind. It may be well to throw a deficient quality into relief by reading a passage from an author who is a master of it, as from Macaulay for clearness or from Bacon for brevity. It may be well to adopt many such plans: variety of treatment is always effective when the aim is single. But for lasting result nothing excels the proper handling of correction—impressions are graven deepest not by merely imitating others' merits but by remedying one's own defects.

Supreme as the importance of correction is and universal as its employment, few methods present more pitfalls. There is the snare of correcting every blunder in every paper, a plan more prolific of wasted effort than any other single impulse of conscience. There is the snare of scoring mistakes through without explanation either then or sub-

sequently; of adding such vague comments as "too wordy," "muddled," "involved," "obscure," "wrong order," "turn," and so forth, remarks whose too frequent fate it is to be read, by a healthy boy, with much equanimity. The appending of a violated rule is more effective, but even here there lurks the danger of utter reliance on its efficacy. Slowly we realize that the varieties of error into which the corrector may stumble are not greatly incommensurate with those of the corrected.

To cast a searchlight upon pitfalls smacks of cowardice or even of malice, unless atoned for by the hardihood of devising what may profess to be a more quickening system. For convenience it is put instructionally. Correct any four or five papers thoroughly, the rest roughly and with little or no comment. Mark or letter them all. From the chosen few select two or three typical errors at most for treatment at the next lesson. Return the papers, write the selected defective sentences on the blackboard, get these corrected orally, deduce from the efforts of the class the rules violated, and make the pupils practise the writing of several sentences of their own, illustrating accurately the constructions under consideration. If the point attacked be a major quality that should appear throughout the composition, a single example may have to suffice—for instance, if the matter at stake be sequence in a narrative, announce a parallel subject, give ten or fifteen minutes for immediate attempts at an outline from which sequence in particular shall be required, read one or two aloud, and make the class discuss them briefly and contrast them with a model outline with which you have come prepared. When you feel that the error or errors under treatment have been thoroughly mastered, get the class to enter in a reserved portion of their MS. composition books the original inaccurate sentences with the violated rules, or the corrected outline with a statement of the previously deficient quality. For reference, do the same yourself. In general, major qualities are best taken first, errors of syntax or accident later. To crown the process, seize a moment at each lesson for criticism with one or two individuals.

On such a plan many mistakes will have been neglected; this will not matter: those attacked will have been thoroughly ventilated, and with strictness as to their non-recurrence they should gradually cease to recur. What does matter is that, the lesson being but part of a course, it will be necessary to have continuous design in the points handled. This may be arranged in one of two ways: it may be fashioned for oneself or a book may be followed. The former is the better but the more difficult, since it makes severe demand upon reflection, time, and experience. Reliance may, however, be unhesitatingly placed on the latter, now that textbooks are more common in which the grammar is deduced from the composition. It has, moreover, this advantage, that where more teachers than one are engaged in the work, their design will be uniform, if care be exercised that the books in use at different stages are by the same author or built on the same principles. The choice of the textbook is thus of great importance, and a copy of it might well be in the hands of every member of the staff.

It is not part of the scheme of this article to speak in detail of the subdivisions of the great branches of written composition. A word may, however, be inserted on two of them. There is cause for satisfaction that paraphrase has recovered from the disfavour into which it fell a few years ago. It remains the finest opportunity for scrutiny of the structure and meaning of complicated sentences, and for intimate acquaintance with the phraseology of writers of different epochs. It establishes the life of the sentence and of the word. No better exercise exists for scoring into the most mechanical portions of our work the truth of Goethe's admonition: "All order leads at last to pedantry." There is cause too for satisfaction that *précis*-writing has become so universal: it is ideal work for developing the outstanding qualities of this type of writing. All that is now wanted is better books: the trouble with them is what Steele said was the trouble with flatterers, "there are so few good ones."

They might contain more and longer extracts, within the pupil's experience, and be issued in two, if not three, consecutive volumes graded in difficulty.

Whatever the needs of this branch of the subject they will certainly be met, for it has behind it something of the impelling force of national will. Year by year its qualities claim wider and deeper recognition. Moreover, the last decade or so has seen, and rightly seen, the introduction into the curricula of secondary schools of so many subjects, all struggling to assert their undoubted value, that congestion has become acute. The imperative need of the moment is a general unloading. It may be predicted that the operative principle on which this simplification will be carried out will be the defining more precisely the main service to be rendered by each school by bringing its syllabus and methods of teaching into closer connexion with the probable careers of its pupils. Applied to composition this may mean, for the majority of schools, yet greater insistence upon it as an instrument of expression in all walks of life, that is to say, upon objective work. In itself we may welcome this. But it may entail corresponding neglect of the higher branch, the essay proper, for which in any broad view of the subject objective work is but a preparation. In any event, it will brace all who are interested in the essay as an instrument for promoting the humanities if they fortify themselves by reflection on its essential service and on devices for securing it.

Reference has already been made to the fact that the alliance between technique and art is at times so close as not to allow of precise analysis: true, technique obeys rules and may be learnt, but in its highest flights, no less than in those of art, great wits may gloriously offend and critics diffidently acclaim. There is a genius in instrumentation which is itself subjective in character. But ordinarily the intrusion of personality into strictly objective composition is a blemish. It would be out of place to introduce into a *précis* of correspondence between the Foreign Office and the Sublime Porte a homily of one's own on the position of Christians under Moslem rule, or to insert in a description of the preparation of yellow phosphorus strictures on the immorality of processes which may produce phossy jaw. Where, however, the personal element could be intruded without offence the first step has been taken towards subjective work. The transition often presents highly debatable ground of singular interest, as in the case of the controversy whether history should be written as a science or an art: but for our purposes, wherever the personal element may colourably appear it should dominate.

Of the essay, then, the salient quality is individuality. Hence to foster this vital element resolves itself into procuring the closest possible connexion between a boy's life and his writing. All therefore that helps to widen his horizon reacts upon his essay, and the composition master is, on this plane, as interested in the development of character as he should be in reading literature with his class, or, indeed, in any personal influence that may be brought to bear upon them by himself or by others. Much of this takes us beyond the walls of the classroom, whither we cannot follow here, into every effort of the school to develop intellect and character.

Within the composition room the task of promoting individuality may begin from the earliest days, provided it be not attempted too frequently. The strain of a call upon genuine self-expression is so great that it should not be asked for more than once a fortnight, or there will be danger of its sinking into mere routine. It is vital that the two great influences that mould character, our own experience and the experience of others as shown in books, should be laid under such contribution as shall keep them vigorously alive.

For younger pupils, then, the subjects chosen should be those with which they are familiar—an account of a particular match with a rival school, the description of a private hobby or of a favourite game, the uses to which they put string, their chief pursuit in holidays, anything of which they

have good knowledge. Their reading may help to a little imaginative work, the narration of a fairy story or of a legend or a short original tale. Few suggestions for work at this stage are more fruitful than that for which Mr. P. J. Hartog has gained general acceptance, that their essays should be addressed to someone of their acquaintance: sure of a sympathetic reader, they gain courage for what is specially wanted, the expression of their own feelings. The thread which unites all such methods is avoidance of the temptation to affect knowledge or to simulate feeling: "the foundation of good writing is sincerity."

As boys rise through the Middle and Upper School increasing place may be found for argumentative and critical work, with a very occasional call on the higher branches of the imagination. Bearing in mind that the cardinal principle to follow is avoidance of insincerity we shall agree that choice of subject is all-important: it must be such that the class may have reasonable knowledge of it, without preparation. A prepared essay on, say, "Figures of Speech in Writing" may produce from a class not ripe for it a catalogue of definitions, with the same example of a metaphor and a simile on half the papers. And who has not discovered, from the shock of copious platitude, that moral subjects may be the most dangerous of all?

School life is ordinarily not rich enough nor deep enough for furnishing the necessary experience: composition begins to owe a great and increasing debt to literature. Topics that display the requisite depth of argument, of critical insight, of imaginative beauty, abound in its pages. Their treatment falls more naturally under methods of reading literature. All that is needful to say here is that understanding of an author's subject, of his purpose in selecting it, of his method of presentation viewed as the index of his mood, is the best possible stimulus towards self-development on this higher plane. Appreciation of the power of this truth led to Lord Morley's deliberate advice: "So far as my observation has gone, men will do better if they seek precision by studying carefully, and with an open mind and a vigilant eye the great models of writing, than by excessive practice of writing on their own account." The influence should not only be felt, it should be as far as possible realized: sensitiveness towards the expression of others has to be translated through practice into sensitiveness towards self-expression, the goal of all good composition teaching.

Attainment of this supreme end will make the heaviest drain upon the master's experience and resourcefulness. And just because it is his own personality to which the ultimate appeal will be made, it is exceedingly difficult to formulate general procedure. Some few suggestions may, however, be advanced. In argumentative and critical work class-debate will disclose the necessity for buttressing the weak spots in the boy's own outlook and for refuting the strength of his adversaries. He will become familiar with the notion that truth has many facets, and will have opportunity to "weigh and consider." Better even than the literature lesson, talks with his master may transform his partiality for this or that passage of imaginative beauty into conscious appreciation of the subtleties of art that have gone to its production, and so nerve him to imitation, however remote. Contrasts between different presentations of the same theme will instil into him the primary value of defined standpoint. Study of a passage from Shakespeare or from Burke may bring home to him the worth of emotion to the intellect: "great thoughts spring from the heart." A score of such devices may be employed to give insight to his faculties and richness to his feeling. The whole course might culminate in a Sixth Form annual essay, on a subject of his own choosing, and on which the blue riband of the school's composition might be awarded. If, finally, it be never forgotten that every trace of pretence or of pretentiousness should be unfailingly hunted down in correction, and that all criticism of subjective work should be driven home by discussion between boy and master, something will have been done towards achieving honest and precise personal writing, and even, if it be the will of fate, towards style.

REVIEWS AND MINOR NOTICES.

The Reign of Henry VII from Contemporary Sources. Selected and arranged by A. F. POLLARD, M.A., Hon. Litt. D., Fellow of All Souls College, Oxford; Professor of English History in the University of London. 3 vols. (Longmans.)

Among historical works published for the use of students these three volumes stand pre-eminent for their educational value. Prof. Pollard lays before his readers a large and varied collection of materials for history, tells them in general terms in his introduction what their significance is, and leaves them to find out and judge for themselves how far each of his documents contributes to the justification of his general survey. Had less been done for them by way of guidance they would have been left without the help which students have a right to expect from their teacher—instruction as to how to work to the best advantage—while more would have encouraged dependence on others and have appealed less strongly to their intellectual faculties. He has chosen the reign of Henry VII for the subject of his new experiment in the teaching of history chiefly because the published sources are difficult of access, and he has found that students are apt to rely too exclusively on Bacon's famous portrait of the king "painted more than a century after his death." In his choice of authorities he has avoided quotations from histories, even from the almost contemporary history of Polydore Virgil, on the ground that a history is a fabric raised according to its author's design, while his object is to set out materials. Of these, even of printed materials to which his collection generally is confined, he has found no lack, and has indeed had to exercise much discrimination in order to choose those which best illustrate his period. He has arranged them according to subjects, giving his first volume to narrative extracts, his second to constitutional, social, and economic history, and his third to foreign relations, the Church, and Ireland, and has divided his Introduction accordingly; and in each division he has printed the documents in chronological order with their dates affixed.

The Introduction is in itself a treatise of great value, containing the results, not only of exhaustive study, but of independent thought vigorously expressed. For example, a superficial view of the reign would suggest that Henry's chief difficulty arose from the ill-will of the Yorkist party, which was strong in many parts of the kingdom. Dr. Pollard goes deeper into the case: "The problem was not a party but a frame of mind." Englishmen in the fifteenth century had no respect for law; men were determined, if they could, to have their will, "with or without law." In the south-east, the most prosperous and advanced part of the country, they were on the side of the Government, which necessarily endeavoured to uphold law and order; in the North, in Cornwall, and wherever feudalism prevailed, they were against the Government. The Yorkist and Lancastrian quarrel largely determined the character of the rebellions of the reign, but the principle at stake was not dynastic, the rebellions were outbreaks of personal discontent, caused by direct taxation. Dr. Pollard shows why such taxation was at that time peculiarly irritating: it was uncertain in occurrence, it was unfairly assessed, and it was not made tolerable by national sentiment. Patriotism was local: the Cornishmen refused to be taxed for the defence of the Scottish border. In the new monarchy which Henry founded, local "liberties" were to give way before national government. Constitutionally, the reign was a period of change: no one can fail to see that the kingship under Henry VIII was different from what it had been under Edward IV, and yet the laws of Henry VII were "not novel in kind"; they exacted obedience to existing laws. Speaking of the way in which Henry VII insisted on respect for law by inflicting an enormous fine on his host, the Earl of Oxford, Dr. Pollard quaintly remarks that it was not the act of a gentleman, "but it was Henry's duty to be a king before he was a gentleman." As an introduction to

the study of the constitutional aspect of the reign, nothing could be better than his remarks on the character of the Parliament at that period, and his warning that we must not think of the Constitution as then already defined. Is it defined even now? He points out that Parliament was the King's High Court to which certain representative elements had been added, and that the formula describing a law as enacted by the Crown, had "a very real sense in 1485."

The King's foreign policy is contrasted with that of Wolsey and likened in principle to that of Queen Elizabeth, for "Henry's ambitions were centred in England." Although early in his reign, when the goodwill of Spain was important to him, he was drawn by Ferdinand of Aragon into a desultory war with France, he would not be tempted to embark on a war of conquest, and carried out a design which he had formed probably more or less from the outset by concluding the profitable Treaty of Etaples. That treaty, we are told, may be regarded as "the keystone of his foreign policy." For a time he continued to be anxious to keep on good terms with Spain, using Ferdinand as a counterpoise to Maximilian of Austria, who was constantly giving him trouble by supporting pretenders to his throne, and he was held to have gained no small advantage in 1497 by the arrangement of the marriage of Prince Arthur with Catherine of Aragon. How skilfully he played his cards during the next few years is shown by the anxiety of the Catholic sovereigns for Catherine's marriage to Arthur's brother in 1502. He was then carefully cultivating a friendship with Philip of Flanders, and though this policy was to cost him some expense, it was destined to bring him in a rich return. In this connexion Dr. Pollard observes that the obligations which bound Philip to him were already so great in 1506, that it is difficult to say how far the advantages which Henry gained from him in that year should be set down to the accident of Philip's enforced visit to England.

The records contained in these volumes are so various in kind, and come from so many different books, that it is impossible to give a detailed account of them. Among them will be found statutes, treaties, law cases—many of them Star Chamber cases—notes of events in contemporary chronicles, reports of ambassadors, official and private letters, two or three poems, and some delightful, extracts from the "Italian Relation," printed by the Camden Society, and the "Book of Howth." In a selection of this kind a reader must inevitably find one or more pieces which he would not himself have included; but Dr. Pollard's choice will, we believe, commend itself to all who are qualified to criticize it as in almost every case eminently judicious. He reprints his texts from previously printed sources without attempting a scientific edition. For the purpose of these volumes it would have been a waste of time and labour to have done so. He has, however, corrected some conjectured dates and amended some obvious errors. Two at least have escaped his notice. Certainly Margaret Beaufort did not on January 28, 1501, write to her son from "Calais town" (Vol. I, page 220), a strange description, suggestive of a modern railway station, but from Colyweston, whence she wrote the letter of ten days before, which precedes the one in question; and "the temperalytes of the feys" (Vol. II, page 5) demands the substitution of *s* for *f*. One reference should be amended: the volume on "Star Chamber Proceedings," to which a reference is given (Vol. II, page 55), is Vol. XXVII of the series issued by the Council of the Somerset Record Society. These are small matters, and, as a whole, Dr. Pollard's volumes are laudably free from oversights in revision.

Eight Years in Germany. By J. A. R. WYLIE.

(10s. 6d. net. Mills & Boon.)

The author of "My German Year" now gives us her fuller and riper impressions of an eight years' sojourn in the country. She takes as her motto, "Tout savoir est tout pardonner." The first credential that she offers as a portrait painter is that she has grown to love her sitter, and her main object is to remove English antipathies and prejudices. If we accept her presentment of German sentiment and policy, the prospect of improved international relations does not seem very hopeful.

The German nation is the strong man armed, but not yet strong enough to be sure of keeping his goods in peace. The soreness created by English sympathy with France in the war of 1870 still rankles, and has been aggravated by the recent *entente* between England and France; and we are told that it was only a doubt as to her preparedness that prevented Germany from espousing the cause of Krüger. "Now when I see a poster with 'Mr. Churchill's offer to Germany' I blush with discomfort at the thought of the ribald amusement which the announcement is causing across the water." We are told, moreover, that the growth of the Labour party will not make for peace. German Socialists are, indeed, opposed to big armaments. They are a thorn in the side of a Jingo Government, and each party in the Reichstag courts their alliance to further its particular object; but in any national crisis, such as the Agadir affair, they would be swept away in a wave of popular indignation.

Most instructive is the account of the Zabern scandal as seen through German spectacles. The only man to be pitied is the young lieutenant who will never be placed in a position of responsibility. "Burdened by the knowledge that if he once allows a single member of the crowd to actually attack he will suffer instant dismissal from the army, he orders the arrest of one of his tormentors, and in the struggle the man, a crippled cobbler (alas for English sentimentality!), was struck and slightly wounded. . . . Ask any member of a *Kriegerverein* what he thinks of the Zabern affair, and he will tell you that the young lieutenant should have hit harder." In fact, according to Miss Wylie, it was an everyday incident out of which the Socialists tried to make capital. When discussed in the Reichstag it vanished in smoke, and the German public were righteously indignant that the English press should have taken it seriously, and made it a handle for casting a slur on the honour of the German army, and therefore of the German people, for the army and the people are one.

In the same way the standing charge of political servility is stoutly repudiated. In freedom of thought, in social life, in religion, Germany is the finest nation on earth, and if it acquiesces in an absolute monarchy tempered by bureaucracy, it is simply from a profound consciousness that this form of government best suits national needs and aspirations. The Gaul and the Muscovite are at its gates, and thus only can it secure itself from foreign invasion, and vindicate its place in the sun.

It is a pity that in her apology for Germany Miss Wylie should have been betrayed into an exhibition of anti-patriotic bias. "The responsible and conscientious autocracy of a Kaiser" is contrasted with "a self-seeking and corrupt oligarchy." The German, we are told, "would not tolerate at the head of his judicial system men who had offended against the unwritten laws of public honour." It is not the fact that the London policeman's evidence outweighs that of ten non-official witnesses; that London museums are closed on the Sunday; nor, alas! that English cinemas never portray tragedies of robbery and murder; though it is quite true that in England suicide is a crime, and a duellist, even if an officer, who kills his adversary is guilty of murder.

A pleasanter task remains, to note the characteristics of German social life and institutions, for which we can share the author's admiration. First we should put the unostentatious simplicity of the German home. Berlin, as is truly observed, is not a typical German city. It is the paradise of the *nouveaux riches*, of Jews and other aliens; in fact, the Rome of Juvenal's day. Elsewhere in Germany wealth is at a discount, and *Geist* is the only passport to good society. The reverse of the shield is that there is scarcely any admixture between the various classes of society; the nobility (among whom must be reckoned officers of the army), the learned professions, the Civil Service, trade and commerce, all live in watertight compartments.

From German hospitals we might well learn a lesson. The author gives her own experience of a German hospital and an English nursing home, and in every respect prefers the former. For an operation that in England must have cost her at least £100 the total cost was £20. She testifies, moreover, that

the public support of hospitals has no ill effect in drying the wells of private charity.

Education occupies but a small space, and the only institution of which we do not remember to have seen a full account before is a *Cadetthaus*, or preparatory school for officers. The discipline is Spartan but not unkindly, and the fees for officers' sons are about a fifth of those at Wellington College. There are virtually no other boarding schools in Germany, and needless to say the author paints in glowing colours all the benefits of the day school. What appears to us a radical defect in the system is that for the German boy the struggle for life begins at the age of ten. From his earliest infancy it is impressed on him that his future career, his making or marring, depends on his performance at school. He makes friends, both boy and girl friends (and girls are allowed as much freedom as in America), but these are home friends—there is little *camaraderie* and no *esprit de corps*. He has no time and little inclination to play games, and his favourite relaxation is a country walk, or *excursion scolaire*. The result is that in a school-leaving examination he would beat the public-school boy hollow; but he has missed the special joys of boyhood, and the frequent boy suicides in Germany are a symptom of the evils to which this "intensive culture" may lead. We have learnt much from the book, but the author has not converted us to universal conscription.

Some Leisure Hours of a Long Life. Translations into Greek, Latin, and English Verse, from 1850 to 1914. By HENRY MONTAGU BUTLER. (7s. 6d. net. Cambridge: Bowes & Bowes.)

The most censorious of critics would be disarmed by the modest preface, which claims for this volume mainly an autobiographical interest, and disclaims any pretension to compete with recent masters in classical translation, living and dead, nine of whom (or thirteen if we include the dedication) have the honour to be named. It would, indeed, be an invidious task to assign an order of merit, and it is enough to say that, as in the reformed Cambridge Tripos list, we should unquestionably place Dr. Butler in the First Class, with an asterisk of distinction. One specialty of this volume is the number of alternative versions in different metres. Metre seemed to the translator to have a personality of its own, and to determine not only the form, but the spirit, of the rendering. Thus, of Herrick's lyric, "What needs Complaints," set for a Trinity College scholarship, there are twenty-two versions.

Each little metre sobs its separate tale,
A sigh, a groan, a lullaby, a wail.

Each version assuredly has a charm of its own—"Mille habet ornatus, mille decenter habet"—and we can imagine a jury of scholars awarding the prize each to a different version. Yet it may be objected that the original does prescribe one metre as the nearest analogon. In this case we should give our vote for the "Collis o Heliconeai" of Catullus, and certainly rule out of court hexameters and elegiacs.

Still more interesting are the twenty-one versions and paraphrases of "Crossing the Bar," not only because we can compare them with the work of famous scholars, but because the artist has admitted us to his studio and frankly discussed the difficulties of the subject and how far he has succeeded in meeting them. On one of these it is worth dwelling as showing how inadequate even Greek is to render the inmost spirit, the symbolism, the mystery of modern poetry. "When that which drew from out the boundless deep Turns again home" denotes the turn of the tide, but it connotes no less clearly the return of the soul to the Infinite whence it came. The difficulties of "bar" and "bourne of time and space" may, as Dr. Butler has proved, be tackled, but this is insuperable. "Bell" is here interpreted of curfew or vespers. We prefer the bell that tells the hour of the watch. We choose, chiefly on account of the brevity, a Greek and a Latin version of Tennyson's epitaph on Sir John Franklin:

Οὐ τῇδ' οὐ τάφος ἐστὶν· ἐκὰς, μεγάλυμε κέχωσαι
ὄστέα δ' ἀμφιχυθεὶς λευκὸς ἔχει Βορέας.
Ψυχὴ δ' ἡ μακαρίτις ἀκύμονα πόντον ἀλάται,
ἡρεμ' ἐρεσσομένη πρὸς πόλον οὐρανιδῶν.

Hinc abes; ossa procul Boreas habet algidus. Ipse
Non nostrum adveheris, nauta beate, polum.

Nor can we refrain from quoting, though not in verse, a perfect specimen of Dr. Butler's lapidary skill:

EDWARDUS WHITE BENSON, S.T.P.
PRIMUS APUD TURONENSES EPISCOPUS
ET PER XIII ANNOS
ARCHIEPISCOPUS CANTUARIENSIS
ECCLESIAE ET PATRIAE
LUMEN ATQUE ORNAMENTUM
COLLEGII NOSTRI
PER TOTAM VITAM AMANTISSIMUS
QUO DIE SOCIUS ADMISSUS ERAT
EODEM XLII ANNIS INTERPOSITIS
OBDORMAVIT IN CHRISTO.

This epitaph illustrates, by the way, a distinctive trait which all who have heard Dr. Butler as a preacher, an orator, or a speaker on private occasions cannot fail to recognize—his extraordinary memory for dates, and the happy use that he made of them.

The volume is almost evenly divided between poems, sacred and profane, and the first part, the *Lyra Sacra*, we must praise with some reservation. The sense is faithfully interpreted and the Latin is faultless; but we cannot help asking ourselves whether the labour was well spent. This, indeed, in the retrospect, appears to be the translator's own verdict: "The metres of Ovid or Catullus or Horace are not well suited to such sacred themes." We cannot, however, agree with him that some form of Greek lyric, the Pindaric ode or a tragic chorus, would suit them better. Latin elegiacs, the metre here chosen, have at least the merit of reproducing one feature of Hebrew poetry, the rise and the "falling in melody back." We cannot help suspecting that it was the unconscious influence of Harrow schooldays, when the Psalms used to be set during Lent for Latin verse that dictated Dr. Butler's choice. We doubt whether it were possible to improve on Dr. Butler's elegiacs, but, like M. Jourdain, we fall back on the prose of the Authorized Version as the best of all. For hymns, again, we should prefer medieval-tinged Latin. We remember James Riddell's brilliant

Sidereus locus est, animis datus ille beatis,

and

Audeat et Jordanis aquas et frigora mortis,
Littoris impatiens ulterioris amor;

but this is an echo of Virgil, and Mr. Gladstone's

Christus per me perforatus

better expresses the Christian hymn.

We would fain have quoted many of the exquisite versions in the second part and compared them with those which have been already published by H. A. J. Munro, Calverley, and others, and also have discussed the English translations from Virgil and Horace. What impresses us most is the high level of attainment. There are no *tours de force* such as Jebb's version of "Abt Vogler," few feats of legerdemain such as Evans's

Praevhor oppidulum, bis dena mapalia viso,
Et quinquaginta pontibus impediōr;

but the same *spiritus intus alit* as inspired Jebb's "Tu, puer, in vita cur morer, inquit, eris," and Munro's "Met- aque mors, quoquo gloria flectit iter," and it is but once or twice that we have put our finger on what seems like a blot.

Dum te pica loquax murmure garrulo
Mulcet sub trabe pinea

omits the emphatic "only," and perverts the magpie's grating "chatter." We would venture to emend—

Nil turbat nisi quae pica loquacior
Garrit sub trabe pinea.

In "A slumber did my spirit seal," *Caccus cram* of the first line and the following *stultus* seem to us false notes. The

vision is one of perfect calm and peace. Lucy has fallen asleep on the bosom of Mother Earth and is again a part of godlike Nature.

The whole volume is "a votive tablet," and we will end with the concluding words of the preface:

At Harrow, at Trinity, in Egypt, in the Desert of Sinai, in Palestine, in Greece, in Italy, in France, in Switzerland, in Scotland, on railway journeys, in mountain walks, in solitary hours, in times of sorrow and depression, in times of overflowing happiness, the old habit of making verses, begun almost before Harrow days, November 5th, 1846, has clung to me as a faithful companion, helping me, however imperfectly, to keep in touch with the thought of the wise, the pious, the pure, and giving a kind of quiet unity to a life of some labours and many distractions.

To the Gordon Inscription we are told that Jowett added "the all-important words, *as seeing Him who is invisible*." No epitaph on the Master of Trinity (*absit omen*) could do him justice that did not add "*nec cithara carentem*."

The Reign of Henry the Fifth. By JAMES HAMILTON WYLIE. Vol. I: 1413-1415. (25s. net. Cambridge University Press.)

The learned author intended this large and handsome book to be the first of four volumes upon the reign of Henry V. Death has removed a distinguished and laborious scholar; and, although perhaps few historical students would have attempted to master this extraordinary work, everybody who is interested in English history must deeply regret that it will never be completed. It is a rich mine of information, and like Dr. Wylie's previous book, "*The Reign of Henry IV*," will become at once a standard authority.

We have called it an extraordinary work. At first sight it looks absolutely unreadable; and the literary scoffer will doubtless dismiss it as the *reductio ad absurdum* of scientific history. It is indefatigably annotated; two-thirds of the printed matter will be found in the foot-notes. It covers only the two first years of the reign of Henry V, the dull years in a brilliant reign. Could anything seem more repellent? Yet, as one reads, first impressions are found to be incorrect. Dr. Wylie was not a "scientific historian" at all, except in his amazing knowledge of published and unpublished, of good and bad, authorities. He was intensely interested in the fifteenth century, in the same sort of way as a good local antiquary often becomes interested in every stone and carving of the cathedral in his native city. He knew no sense of the relevant, because nothing was irrelevant to him, not because he was unable to pick and choose. If the historical readers of this *Journal* will read straight through the book, paying no attention to the footnotes, and not troubling too much about details, they will find a rich stock of valuable and amusing information. The appointments of John Stanley and of John Talbot as Lieutenant of Ireland suggest, as an illustration of the state of Ireland, an account of the journey made by Raymond of Perillos in 1397. Raymond visited the Purgatory at Lough Derg, "to try if he could find the spirit of his dead sovereign [John I of Aragon, died 1395] there and see what pains he was enduring." His story, analysed by Dr. Wylie, is full of interest (pages 70-76). There are very important chapters upon Henry V's religious foundation, and upon the God's-houses or Hospitals of medieval England. The preparation for the French War provokes a chapter upon the indentures or records of enlistment, a chapter abounding in curious detail and revealing Dr. Wylie's intimate acquaintance with the contents of the English Record Office. A large part of the book is concerned with French history, which is studied with as much detail as that of England. We call particular attention to the biography of the famous horologist, Master John Fusoris, and to his relations with the Bishop of Norwich (pages 498-510).

A specialist review would deal with Dr. Wylie's numerous contributions to knowledge and show how he has modified current ideas of the early reign of Henry V. For example, the last years of the famous Chief Justice Gascoigne are found to be in somewhat disappointing contrast to Shakespeare's "noble sequel" (pages 16-18). But these details are interest-

ing rather than important; and we prefer to urge our readers not to neglect a book which at first sight may repel them. It is full of good reading; the fit handiwork of a fine scholar.

The Hampshire Experiment in Education. By C. R. ASHBEE. (3s. net. G. Allen.)

This is a sort of educational Erewhon, an attempt to picture "what might be" in an agricultural district. The intermixture of fact and fiction is inartistic and mystifying. Thus we suppose that the list of distinguished lecturers, from John Masefield to Miss Miakawa Sumi, who came to the Central Institute at Easthampton (in one place a market town, in another a remote village) is a fact, and that the elaborate winter curriculum for twelve villages is pure fiction. The need of decentralization, of local initiative, of handicraft as opposed to book learning, of continuation schools, and of practical artistic training are duly enforced, but Mr. Ashbee seems unaware of what is being already done, and convinced that nothing good can come out of Whitehall. Had he seen the papers on "Rural Education" read at the University of London Conference, or studied the last Reports of the Board of Education, he would have modified some of his views. He is an authority on art, and all he says on art training, including music and acting, is well worth study; but for extending the "Hampshire" experiment to other rural districts he gives us little practical guidance.

Experience Teaches. By IVON TRINDA. (Cloth, 2s. 6d. net; leather, 4s. net. Simpkin, Marshall.)

A book of advice to youth, with "by way of antidote 'reflections' on things in general, with some irrelevant anecdotes." We may gauge the author's capacity as a Mentor by the first chapter on school studies. First anatomy, including the vermicular appendix; then arithmetic, with discount, barring the higher mathematics required in London Matriculation; no history; science, including "modern views of the almighty atom"; no Greek, but Latin a *sine qua non*; handwork. Incidentally, the youth is instructed to eschew strong drink, to smoke in moderation, and to regard Free Trade as the mark of the beast. We forbear any criticism for fear we should be ranked with the "ultra-literary man" to whom the manuscript was submitted, as one who will argue that black is white and refuse to read the *Daily Mail*.

High School Ethics, Book I. By J. HOWARD MOORE. (3s. Bell.)

This is the first of four books on the above subject by the Instructor in Ethics, Crane Technical High School, Chicago. It is very miscellaneous in its scope, its topics including *The Place and Meaning of Ethics* (10 sections), *The Ethics of School Life* (24), *The Spirit of Sport* (7), *Pets* (9), *Source of Sealskin, Ivory, &c.* (14), *The Rights of Women* (13), *Traits of the Ideal Character* (22), *Habits* (19), *Habits that Help* (6), *Birds* (18). There is much that is suggestive in the treatment of these topics, and much, in default of actual school lessons on ethics in the curriculum, that would be of value for essay-writing purposes. Much of the good advice is of an unconventional kind, and bears the impress of recent psychology. "Nobody has yet suggested that they [the inhabitants of Mars] might be frogs or invertebrates" indicates that the author has not read Mr. Wells's "*War of the Worlds*"; but the idea he is conveying is a good one—namely, that we are prone to interpret everything in terms of our own nature instead of "being universal." The Elizabethan women, we are told (page 99), were taught to play "the flute or harp." Should not this be the "lute or harp"?

The Mind at Work. Edited by GEOFFREY RHODES. (3s. 6d. net. Murby.)

The bulk of this "handbook of applied psychology" is by Mr. E. J. Foley. Dr. C. Buttar contributes two physiological chapters, Prof. Bernard one on "Applications of Psychology to Social Problems," and the Editor one on "The Mechanism of the Will" and one on "The Subconscious Zone." It is rather a collection of essays than a handbook, and it does not afford much practical help to the teacher. Problems of the classroom are hardly glanced at. There is a Table of Psychological Terms which defines *amœba* and *neuron*, but omits feeling, faculty, idea, perception, and conception. Inverted commas abound, but the author is rarely mentioned.

School Clinics at Home and Abroad. By L. D. CRUIKSHANK. (2s. 6d. net. National League for Physical Education and Improvement.)

Much useful information has been gathered by Dr. Cruikshank with reference to the problem of the treatment of school children and the working of school clinics. The subject is discussed from every aspect, and the statistics and other information are up to date. The legal, administrative, and historical sides of school

clinics receive their share of attention, and various suggestions based on practical knowledge enhance the value of the book. Short accounts of school clinics on the Continent and in Australia and the United States complete the exhaustive survey, and the good illustrations show, perhaps more than anything else, the completeness of outfit and the valuable work that is being done in this sphere.

Greek Wonder Tales. Edited by LUCY J. M. GARNETT.
(6s. net. Black.)

The title recalls Hawthorne's "Wonder Book" and old Greek mythology, but these Fairy Tales all come from Modern Greece, and are more akin to the "Arabian Nights" than to the "Iliad" and "Odyssey." We have still the Moirae, or Fates, but they resolve themselves into the presiding destiny, the Genius, or Fairy Godmother. The Nereids are now nymphs of the mountain as well as the sea. The Stringle, or Lamia, is a new invention, and so is the Dhrakos, or Troll, and the Stoicheion, or elemental spirit, so the author maintains that St. Paul's *στοιχεία τοῦ κόσμου* should be rendered. We wish Miss Garnett had informed us whence she had taken these folk-tales "in various Greek dialects": she calls them translations, but it is evident that they are adaptations, and very pretty fairy stories they make, though there is nothing distinctively Greek about them. None of them touches on the darker side of Greek superstition, the modern Centaur or Ghoul.

Limen: a First Latin Book. By W. C. FLAMSTEAD WALTERS and R. S. CONWAY. Fourth Edition. (3s. Murray.)

In the fourth edition of "Limen," which has now reached its thirty-second thousand, the terminology of the Joint Committee has been fully adopted, except that "pluperfect" is retained for "past perfect," "imperfect subjunctive" for "past subjunctive." The new terms "protase" and "apodose" do not commend themselves as an improvement on the "If-clause and Then-clause." An "Appendix of Suggestions for Teachers on the Oral Method" has been added. The authors have gone the right way to work by consulting a number of skilled teachers and availing themselves of their suggestions.

Junior French Reader. By E. RENAULT.
(1s. 6d. E. Arnold.)

The commonplace title does not do justice to this admirable primer, *qui miscuit utile dulci*, a collection of fifty short stories and anecdotes, many of them new to us, and all of them samples of French *esprit*. They are drawn from all sorts of sources, but so adapted for the purpose that the editor may justly claim them as *son bien*. The questions, too, which follow each anecdote are not, as is commonly the case, machine made, but suggest difficulties and differences of idiom that might well escape the notice of an English teacher. The subjects for free composition are beyond the powers of juniors without a good deal of help from the teacher, and generally speaking we should recommend the book for pupils in their third year of French; but we warrant that any pupil who has mastered these fifty lessons will pass triumphantly the French of the London Matriculation or the Associateship of the College of Preceptors.

The School French Grammar. By ERNEST WEEKLEY. (Clive.)

This is a separate issue of the grammar contained in Prof. Weekley's "Matriculation French Course." Attention is called to the *tolérances* of the French Minister of Education, but the reformed grammatical nomenclature is not adopted. The accidence of verbs occupies nearly a fourth of the volume. We do not see what is gained by conjugating in full negatives, interrogatives, and passives. In the Syntax we still have the subjunctive of "doubt." Under verbs expressing doubt are classed *il est sûr, certain, évident*; nor is it explained why *je ne doute pas* should take a subjunctive. Otherwise the Grammar commends itself by its brevity and clear type.

Beaumarchais. Le Barbier de Séville. Edited by F. H. OSGOOD. (2s. Ginn.)

A scholarly edition. The Introduction gives succinctly the main facts of Beaumarchais' literary life and the Notes supply all needful explanation. Occasionally they are somewhat long winded, as on *Argus, éternuer*, and occasionally a note is lacking, "mettre à plaisir de l'importance à tout" (page 33); "tu éternueras dimanche" (page 36); "l'Amour" (page 50). It might have been pointed out that the purple patch on Calumny is an echo of Virgil's description of Fame.

Molière's Le Bourgeois Gentilhomme. Edited by T. O. OLIVER.
(2s. Ginn.)

A learned and scholarly edition of the famous play by the Professor of Romance Languages in the University of Illinois. Much of the learning will be thrown away on schools. Thus, there is a page of small type on *trompette marine*, another on the reading "tout ce qui n'est point vers n'est point prose," and a page and

a half on "Barbara Celarent," but this may be skipped; and for young scholars there is an excellent vocabulary which calls attention to archaisms such as Molière's use of "à," "avant," "en."

Lessing's Nathan der Weise. Edited by SAMUEL P. CAPEN.
(4s. Ginn.)

"Nathan der Weise" is not an easy play for school reading. Not only is the text, with its archaic German and idiomatic use of particles, harder than one of Schiller's plays, but to appreciate it some knowledge is essential of the religious movement of the time and the part that Lessing played in the struggle for toleration. With both aspects of the play Prof. Capen deals fully and discreetly. On the parable of the Ring there was little new to be said, but here it is explained why Lessing should have chosen a Jew for his hero, and further how the weakness of the dramatic action is explained, if not justified, by the underlying motive of the dramatist, to expose the vice and folly of bigotry and intolerance. For pupils who can tackle "Nathan" we should have thought a vocabulary superfluous.

First German Reader. Edited by FRIEDA LOUISE MARTINI.
(3s. 6d. Ginn.)

The Reader consists of short anecdotes, mostly humorous, interspersed with simple lyrics and nursery songs. Sometimes Scholastic "jokes with difficulty," but generally the young scholar will be entertained and stimulated to make out the sense. It is curious to find the venerable Joe Miller of the prize poem, "The sun's perpendicular rays," in German, and attributed to Schiller. Now and again a note seems needed: "Nun ist das Holland in Not" (translated in the vocabulary, "Then I'll be up and against it good and hard"), and "dass ein altes Haus einen solchen Einfall hat," "that an old building should have a fancy that would bring down the house"; and "Kaisers halten sich doch ein Mädchen" (without a comment). The book is well printed, and for half-a-dozen of the songs there is a musical setting.

"Heath's Modern Language Series."—*Boit's Peterli am Lift.*
Edited by FREDERICK BETZ. (1s. 6d.)

A pretty little *Dorfgeschichte*, but for beginners the Swiss *patois* is a distinct objection. There is a complete vocabulary, but the notes might be fuller. Thus, on "Sonst hat's ihn Schlimm mitgenommen" we need more than a bare translation, "But in other respects the accident has badly used him up." Will the pupil discover the missing link between this and "mitnehmen" ("to take along") of the vocabulary? In "stehen bleiben durft ich nicht wegen dem Vater" attention is called to the inversion, but at least two other notes are needed.

Die Familie Buchholz. Von JULIUS STRUDE. Edited by G. H. CLARKE. (2s. 6d. Cambridge University Press.)

"The Buchholz Family," Part I, we are told, has passed through eighty-nine editions. It shows middle-class Berlin society as the "Pickwick Papers" showed early Victorian England. This edition gives only the earlier chapters. The broader humour of the *Polterabend* and Frau Wilhelmina's scissors is hardly fitted for schools. Something more, it seems to us, than a vocabulary was needed. Where was the Buchholz house? What is "beer soup," "spirit of mustard," a "Sympathiemittel," "Hunt the Taler"? The vocabulary will not help. So with the modals and particles, like *ja, wohl, nämlich*, so hard to render in English. The Editor doubtless holds that all this is best left to the teacher, and with a competent teacher "The Buchholz Family" is a pleasant variety on the orthodox German reader. There is the usual apparatus of exercises in the text.

Selections from Classical German Literature. By KLARA HECHTENBERG COLLATZ. (7s. 6d. net. Oxford University Press.)

This forms a continuation of the author's "Selections from Early German Literature," and a third volume, dealing with the Nineteenth Century, is promised. We begin with Luther, and a full selection from his "Kirchenlieder," and end with Goethe and Schiller, who occupy between them more than a third of the volume. To each section are prefixed brief sketches of the period and lives of the authors, and in the earlier part archaisms are explained at the foot of the page. In an appendix there is a pretty complete bibliography. The print is good, and we can strongly recommend it as a reading book for the First Class in German.

"Poetry and Life Series."—*Schiller and his Poetry.* By W. H. HUDSON. (1s. Harrap.)

Mr. Hudson is a prolific writer, and two books from his pen were noticed by us last month. Of his "Schiller" we must speak very briefly. For the Series, Schiller is a better subject than Wordsworth, and his life and works are well interwoven. Quotations form a considerable portion of the text—a good Florilegium, but we should have preferred them in translation. Every reader who knows German possesses them or can easily refer to them. Why.

again, is the drama ruled out of court? There is not a single extract, not even Thekla's song, the most perfect of Schiller's lyrics.

Early English Social History. By AGNES F. DODD.
(2s. G. Bell.)

The revolution in history teaching initiated by J. R. Green's "Short History of the English People" has affected more or less every recent school history, and Miss Dodd in this volume attempts to portray from the Anglo-Saxon chronicle Matthew of Westminster, William of Malmesbury, Asser and Bede, social and economic life in England from the Anglo-Saxon invasion down to the end of the Norman kings. The narrative is clear and simple, and the Chronicles are skilfully translated or paraphrased. Apparently it is intended to serve as the textbook for the period, not as a companion volume to the political history. This seems to us a defect. Without tables of dates and maps the pupil will get but a confused notion of the order of events, and we should have much preferred to see the matter arranged under such headings as The King and Court, The Village Community, War and Weapons, Sports and Pastimes, Education, &c. As it is, it is a book rather for the teacher than the class, and it will provide a treasury of telling extracts to vivify the bare bones of the school manual.

The Story of the Roman People. By E. M. TUPPER.
(1s. 6d. Harrap.)

To tell the history of Rome from mythical time to the taking of Constantinople by the Turks in 250 pages is a *tour de force*. A bare outline can profit little except for examination purposes, and what we look for is a picture that will show the place of Rome in the world's history—of Rome in the making: how from a city State she grew to be an imperial power; her national character, laws and institutions, art and literature, religion and morals, and the reasons of her decline and fall, and the debt that we still owe her. This Dr. Tupper has hardly attempted, but he gives us a straightforward narrative of leading events. Of geography, ethnology, language, political philosophy, there is hardly a word, and literature is barely touched upon. The index gives two references to Tacitus, but all we learn of the historian is that he pronounced Nero's gardens more wonderful than his Golden House. The woodcuts are primitive.

A Brief Tudor-Stuart Book-List, by J. S. LINDSEY (2s. 6d., Cambridge, Heffer), is an "alphabetical index to English works of general interest bearing on British History, 1485-1714." It includes source books in the chief original authorities. There is no attempt at discrimination, but the books are classified in a very useful way on pages 25-28 under five heads: General History of Europe, Expansion of Europe, General History of Britain, Tudor Period, Stuart Period. We have noticed a few omissions of books similar to those included by Mr. Lindsey, e.g. T. G. Law's "Conflicts of Jesuits and Seculars," but on the whole the work is well done. A great deal will appear unnecessary to most teachers who use the list, but libraries and tastes vary. It is a pity that Prof. Cheyney's "History of England from the Spanish Armada to the Death of Elizabeth," Vol. I, appeared too late for insertion.

"A History of England." Edited by C. OMAN.—Vol. VII: *England since Waterloo.* By J. A. R. MARRIOTT. (10s. 6d. net. Methuen.)

Mr. Marriott says: "The historian is concerned with the past; truthful narration may be required of him, but not speculation," and in these words he describes his own achievements and limitations in this volume. The book gives in detail the events connected with English history for practically a century; it is a storehouse of facts well marshalled. Within a certain range it will serve as a useful book of reference, and the maps, bibliography, and references enhance its value in this direction. But the work retains too much the savour of a textbook; in a volume of this compass there should be some signs of the philosophy of history. A historian may not be required to speculate, but he should give evidence of an insight that discerns the broad tendencies that continue their growth during a century and that point to certain developments in the future; in that sense the historian is concerned with more than the past. The fact that "the oncoming of democracy and the growth of Empire will to all time distinguish the Victorian era" is clearly indicated, and yet in the sections dealing with India there is not even a passing reference to the mighty civilization, literature, and philosophy of that land. And with regard to democracy Mr. Marriott can say, as though the fact were accomplished, that "not until the beginning of a new reign and a new century did political supremacy effectually pass from the *bourgeoisie* to the manual worker." This presupposes that political supremacy rests with the voters, but in reality it does not at present do so. Mr. Marriott has produced an excellent textbook, and perhaps he did not aim at accomplishing more. But in our opinion there are already too

many history textbooks; what is wanted are comprehensive surveys that will gather the meaning of different movements and explain the history makers to themselves.

Scenic Studies of the Bible Background. By S. M. NICHOLLS.
(3s. 6d. net. Longmans.)

This is a companion volume to Miss Nicholls's "Pictures of Palestine," noticed by us a few months ago. Miss Nicholls is not only a traveller and a photographer, but she has been a teacher of geography and knows how to expound the salient features of a map or a picture. Palestine is here treated in twelve sections, each with its map and one or more pictures. Foot-notes give references to the chapters and verses of the Bible illustrated. George Adam Smith is the chief authority followed, and Miss Nicholls does not lay claim to any original research, but she does not, as in so many books of the sort, state as facts what are mere conjectures, nor is there any attempt at word-painting.

The Poem of Job. Translated by EDWARD G. KING.
(5s. net. Cambridge University Press.)

Dr. King has here given us the Book of Job translated according to the metrical principle expounded by him in "Early Religious Poetry of the Hebrews," i.e. in verses of three (occasionally four) beats and an irregular number of syllables. We quote from a famous passage:—

"In thoughts from the visions of night,
When deep-sleep falls on men,
A fear befell me, and trembling
That put all my bones in fear.
Then a spirit glided before me,
The hairs of my flesh stood erect:
It stood—I discerned not its face;
A form was before mine eyes,
Then a still small voice I could hear."

The effect is somewhat monotonous, but we have no doubt that it echoes the primitive rhythm of the original, and so far is a more faithful rendering than the prose of the Authorized Version or even the Revised Version. Dr. King adds brief and pregnant notes both on disputed readings and versions and also on the characters and parts that they play in the drama. We note that he adheres to the old interpretation of "Goël" in xix, 25, "God the Redeemer," not "the blood avenger." The book is a true help to Bible study.

• *The People's Books.* (Each 6d. net. Jack.)

This series, now entering on its second century of volumes, bids fair to justify its ambitious undertaking "to bring within the reach of all the results of modern knowledge." The editor has been fortunate in securing for each monograph, not only a specialist, but, in many cases, distinguished men of letters and science, whose names, at least, will be familiar to the people. "The People's Books" is an ambiguous title. The price, indeed, is popular—a cloth-bound volume of 50,000 words for sixpence—but the subjects are often abstruse and the treatment scholarly. There is no attempt to popularize in the sense of playing to the gallery by evading or fudging the difficulties and turning the limelight of rhetoric on the attractive features of a subject. We have acknowledged the several volumes as they appeared under "Books of the Month," and it is not possible to do much more in a monthly journal; but we would call special attention to a select few by which we have profited ourselves, conspicuous either by the eminence of the author or the immediate interest of the subject. 1, "Women's Suffrage," by Mrs. Fawcett; 2, "Shakespeare," by Prof. Herford; 3, "Home Rule," by L. G. Redmond Howard; 4, "Syndicalism," by J. H. Hardy; 5, "Ethics," by Canon Rashdall; 6, "Geology," by Dr. G. Bonney; 7, "Buddhism," by Prof. T. W. Rhys Davids; 8, "Trade Unions," by Joseph Clayton; 9, "Henri Bergson," by H. Wilder Carr; 10, "Charles Lamb," by Flora Masson.

Chamber of Commerce Atlas. (6s. net. G. Philip.)

This gives in graphic form an epitome of the commercial geography of the world under present conditions and is a wonderful atlas at the price. As an appendix there is a Gazetteer of India of a hundred pages; by help of abbreviations, a line to each place suffices to show the main points of interest. Thus: "Rouen, manufacturing city, capital of Seine-Inférieure, France; population 118,459; 49.26 N., 1.06 E." We can hardly turn to a map without finding in graphic form some facts of interest, e.g. that the United States have 15,500,000 miles of telephone wires to 1,850,000 in the United Kingdom, and, more remarkable still, that the respective numbers of messages per head in a year are 72 and 12. Smokers will be interested to learn that the Dutchman smokes 7½lb. for every 2lb. of the Englishman. The same map tells us that India, including Ceylon, produces nearly twice as much tea as China, and if the bags of coffee representing the rest of the world's supply were emptied into the sack representing Brazil, the difference in size would hardly be perceived. The maps are generally clear,

but on some of the main sea routes the lines look like a tangle of telegraph wires.

Stanford's Geological Atlas of Great Britain and Ireland Edited by H. B. WOODWARD. Third Edition. (12s. 6d. net.)

The third edition of this standard work has been enlarged by notes on the geological features of the Channel Islands, and the maps have been brought up to date, notably in the case of the Silurian of Central Wales. We need hardly point out at this time of day that it is far more than an atlas. In bulk it hardly exceeds a double number of "Bradshaw," but it will enable the traveller to read the features of the country through which he is passing, and beguile the tedium of the longest journey.

"Cambridge County Geographies." — *Northumberland*. By S. RENNIE HASELHURST. (1s. 6d. Cambridge University Press.)

Northumberland is one of the richest counties in England, if not in actual wealth, at least in varied interests—antiquarian, historical, architectural, and mercantile. To each of these sections Mr. Haselhurst has done full justice, and we have omitted his own special subject, physiography, which is illustrated by telling diagrams. The numerous photographs of scenery, ruins, and buildings, all taken by local artists, form a special feature of the volume.

Guinevere, Jason, and other Poems. By WILLIAM MORRIS. (1s. net. Oxford University Press.)

This volume of "The World's Classics" deserves a special notice among reprints. It has no introduction and needs none. "The Life and Death of Jason" alone, in so attractive a form, for a shilling is an offer that few who have read the great modern epic can resist. Those who do not know it have rare pleasure in store.

CHEMISTRY, PHYSICS, &c.

College Zoology. By R. W. HEGNER. (11s. net. Macmillan.)

This book forms an admirable introduction to the larger treatises, such as the Cambridge Natural History. Rather more than one-third of the 730 pages are devoted to the Vertebrates, the proportions assigned to the various phyla being similar to those in the well known textbook by Parker and Haswell. In fact we have here, roughly speaking, Parker-Haswell abridged to half-size at one-third of the cost. It is therefore a very suitable book for senior classes in schools and junior classes at the Universities. The anatomy and life of the honey-bee is treated, as it deserves, with more than usual fullness. The 553 illustrations have been selected from well known works, are well reproduced, and have been wisely selected for the learner's benefit. Indeed, the author has throughout made skilful use of the most recent and authoritative treatises.

Industrial Chemistry for Engineering Students. By HENRY K. BENSON. (8s. net. Macmillan.)

This book has a special aim, being intended for the use of students in engineering classes at about the middle of their college course. The occurrence, manufacture, and uses of the more important materials, the industrial uses of air and water, fuels and building materials, are treated so as to supply up-to-date information on important details which are omitted from the ordinary textbooks of chemistry. The author has American practice in view, but the work will be found useful in technical institutions in England. The selection of topics is judicious and a large amount of information succinctly given, while carefully prepared bibliographies direct the student to fuller information. The book might be helpful to many science masters for purposes of reference.

A Course of Practical Work in the Chemistry of the Garden. By D. R. EDWARDES-KER. (1s. 6d. Murray.)

Obviously the outcome of the author's experience in teaching horticultural students at Wye, this little book provides a short course of thirty-five practical exercises, all worth doing. Directions are given for carrying out the exercises in the laboratory so as to avoid the usual pitfalls. It supplements, and does not attempt to supplant, the work of the teacher.

Modern Research in Organic Chemistry. By F. G. POPE. (7s. 6d. Methuen.)

This book is too advanced for use as a school textbook; but it should help science teachers who desire to keep up to date in their knowledge of recent work on the constitution of organic compounds.

A Course of Physics, Practical and Theoretical. By C. H. DRAPER. (4s. 6d. Blackie.)

The various branches of physics have all been brought into one volume, and the attempt has been made to combine therein the work of the laboratory and of the lecture room. The arrangement of the subjects and much of the exposition show skill based on experience, but the general impression produced is that too much is attempted. The result is that several explanations will not bear

critical scrutiny—e.g. the formation of dew on grass should not be explained on the radiation theory, which was exploded twenty years ago. The diagram of cyclones is distinctly misleading. In short, the book may be useful in a class where the teacher sets selected extracts to be read and enlarges on those topics; but for our own part we prefer to have less ground covered in a more thorough manner.

Modern Inorganic Chemistry. By J. W. MELLOR. (7s. 6d. Longmans.)

This work can be recommended unreservedly. It is admirably suited for senior classes in schools, or for classes in University and technical colleges. It contains a remarkable amount of information, is thoroughly up to date, and the theoretical discussions are lucid and penetrating. The historical and philosophical aspects are not neglected, and the work is enlivened with a remarkable number of most apt quotations from great thinkers and chemists of every age, from Paracelsus to Poincaré; but we doubt the wisdom of postponing the discussion of the periodic classification until the penultimate chapter.

Sound. By J. W. CAPSTICK. (4s. 6d. Cambridge University Press.)

This is a valuable addition to the "Cambridge Physical Series," and fills a gap of which many teachers have felt conscious. From the nature of the subject the book will be found more difficult than the well known "Heat" and "Light" by Glazebrook. This is not the fault of the style, which is lucid although terse. The work shows a mastery of the theory of musical instruments as well as of physical concepts, and will be of much value to strong students of music or of physics, for the author evidently has the habit of clear, vigorous thinking. We may mention two points of detail where improvement might be made: (1) we would include Cheshire's disk in the account of stationary waves (Crova's has been included); (2) instead of stating that the application of Fourier's analysis requires considerable mathematical attainments (page 151), it would be better to give the beautiful and ingenious method devised by T. P. Nunn for demonstrating the analysis with plasticine models and a balance. These, however, are only suggestions for adding to what are already excellent statements of the ideas of stationary waves and of the doctrines of Helmholtz. The book will be particularly useful to scholarship candidates.

A Textbook on Experimental Plant Physiology. By M. ROLLO MITCHELL. (1s. Meiklejohn.)

The first part consists of simple experiments in plant life, for which very brief directions are given, with diagrams. The second part contains statements of the observations and inferences corresponding to each exercise in Part I. The remainder consists of tabulation pages with blank spaces to be filled in from the pupil's own observation. The obvious danger is that the second part may be used in place of direct observation. We do not like the omission of all formulation of aim or purpose of the experiments, but if the teacher supplies this omission and can make sure that Part II is not misused, the book may be used with advantage by a class preparing for the Local examinations. Some of the attempts at concise explanation are far from happy: the chemical actions involved in starch production, and the theory of osmotic suck, are not really illuminated by the statements on pages 35 and 33.

Elements of Qualitative Chemical Analysis. By JULIUS STIEGLITZ. (2 vols., 6s. each. Bell.)

The main feature of these volumes is the fullness with which the rationale of the reactions is discussed. The author is a strong disciple of Ostwald, and it may be said that this work owes its inspiration to the classical treatise "Wissenschaftliche Grundlagen der Analytischen Chemie." Teachers who desire to base their instruction on the ionization principle will find this book of real help. It may be consulted by scholarship candidates, otherwise it is too advanced for schoolboys. In fact, it well fulfils the purpose for which it was written—viz. to serve as a textbook for University students.

Elementary Biology: Plant, Animal, and Human. By J. E. PEARBODY and A. E. HUNT. (5s. 6d. net. Macmillan.)

This book has been written for boys and girls of about fourteen years of age in American schools, and it approximates more nearly to what we in England call Nature study than to a textbook of biology. Quite properly the authors have subordinated the study of structure to that of function, although the former has not been neglected. The manifold directions in which biological phenomena bear upon our daily life are constantly kept to the front, as, for example, in the interesting account of micro-organisms and their relation to health and disease, both in plants and animals. Much attention is paid in the later chapters to hygiene. In addition to the text, clear and precise instructions for practical exercises are given, and these will be found useful to teachers. The book is excellently printed, and the illustrations, which number nearly three hundred, are very good.

IDOLA LINGUARUM.

MODERN LANGUAGES.
THE DIRECT METHOD: AGAINST.

(Concluded from page 408.)

By OTTO SIEPMANN.

III. If translation is avoided, misconception and uncertainty will follow, and one of the best means of mental training will be lost.

It would certainly be inconsistent with the whole spirit of the Direct Method if translation were admitted. The admission of the mother-tongue in any shape or form must be considered an evil that should be avoided as much as possible. As soon as translation is admitted as a principle, one of the corner-stones of the sanctuary is removed, and the whole structure falls to pieces. And yet translation has always been, and will remain, one of the most important principles of all language teaching. If that is so, as I shall prove it to be, we have here another blow which means death and destruction to the Direct Method. Translation into the mother-tongue is essential, because it is the only way in which the teacher can find out for certain whether a pupil properly understands what he has read in a foreign language. There are other ways of testing this understanding, I admit, but none so infallible. And then there is something else which is of great importance in translation. The pupil has to take in the thought presented in a foreign dress and has to reshape it in his mother-tongue. The Direct Methodists object to this because the process is not direct—*i.e.* the thought of the passage read is not taken in directly from the foreign expression. That is not necessarily true, but even when this is the case there is advantage first in the shaping of the thought in the mother-tongue, and secondly, in showing whether the thought has been fully and accurately understood. The further objection that it is not the modern language master's business to teach the mother-tongue seems to me a grave misconception of a teacher's duties. Some great schoolmaster said truly that every lesson given in a good school in whatever subject must also be a lesson in the mother-tongue.

But the real dread of the Direct Methodist is a spectre which has no substance whatever and exists only in his heated imagination. He firmly believes that translation becomes such a habit that it definitely debars the reader or speaker for ever from taking in a thought expressed in a foreign language without translating it. Experience shows that there is no reason for such a fear. Do what you will, the intervention of the mother-tongue is going to operate at the outset, even when you introduce a pupil to so simple a sentence as "Le chien est fidèle." And that is why the Direct Method is a misnomer, an impossibility. What eventually brings about the direct association between thought and language is familiarity with words and constructions, frequent repetition and long practice. Whether the association was originally direct or indirect does not make the slightest difference. I know plenty of people who speak French and German really well and without dreaming of translating when they speak, although they were brought up on the old system and did translation by the mile before they reached their present proficiency. Translation should not be a bugbear, but a most useful and necessary exercise. "It is vain to decry this exercise, which is one of the most valuable in the whole range of education. Translation, clear, accurate, simple, adequate yet idiomatic, is not only the best test of the knowledge of both idioms, but it as a work of art as well as of science... disciplining the highest powers of insight, skill, and taste, both in thought and expression. There is no other discipline incident to language study so valuable as translation rightly conceived."

As for translation into the foreign language which Prof. Viëtor calls an art that does not concern schools, we must try to understand exactly what we mean by it. Having disposed of the Direct Methodist spectre, that translation

bars direct association, I cannot conceive what valid objections can be raised against this most excellent instrument of training all the faculties of the mind. Prof. Viëtor had no doubt in mind the translation of a classical author, such as Shakespeare or Ruskin. To translate them is certainly a great art. But is there nothing easier than these difficult authors? Is it not possible to shape a piece of prose to almost any degree of difficulty from the easiest upwards? It is a difficult exercise in any case, true enough, but are our pupils not to be faced with any difficulties? I find that from an early stage it is quite possible to demand satisfactory translation into a foreign language by offering pupils passages in close connexion with their reading and vocabulary which present no difficulties that they cannot overcome. From these easy passages—retroversions—we proceed gradually to English passages in their original form, and even attempt (*pace* Prof. Viëtor) suitable pieces from classical authors with varying success, of course. I know of no other exercise that develops a pupil's powers of intellect, imagination, taste, sense of style in the same degree, and which shows more definitely what a boy's knowledge of the foreign language is like. Free composition compared with it is like skimmed milk compared with Devonshire cream.

There are many other points in the Direct Method which I might discuss here, but I refrain. This article has been written in response to an invitation from the Editor, and is already too long. I shall perhaps deal with the question more fully in book-form. I think I have said enough for the present to show that the Direct Method, which promised so much, has disappointed the educational world. It lacks the logical discipline to which we attach so much importance, it is not productive of scholarship, it spends itself in the vain attempt to teach whole classes to speak a foreign language and does not lead us quickly enough to real literature and its great authors who elevate "all the powers of the mind and soul to a beautiful harmony of the inner and outer man." For the elementary stages we must turn to a method which was modestly and clearly sketched by the founder of the Modern Language Association—its present Chairman of Committees, the Rev. Dr. Stuart MacGowan—who, in 1890, said:

(1) The reading of connected texts is the basis upon which a sound practical knowledge of a modern language can best be acquired. (2) Grammar must be brought into connexion with the reading of carefully prepared texts. (3) The Reader must be systematic, *i.e.* it must lend itself to a methodical study of grammar. (4) Another important feature in this Reader would be graduated English passages for translation based upon the grammar and vocabulary just acquired in the foreign text.

And for the higher forms we must seek inspiration from the stimulating articles in *Modern Language Teaching*, by Mr. Stanley Leathes and Mr. Tilley, of King's College, Cambridge. Our task is to show that modern languages can be made a valuable instrument of mental discipline and culture, and to send forth into the world men of character and equipped with a liberal education based on modern languages that can stand comparison with the best type of education to be had anywhere in the world.

THE *Russian Review*, published by the School of Russian Studies in the University of Liverpool, has in its May number an interesting sketch of public instruction in Russia down to the emancipation of the serfs, contributed by Mr. Ivan Klynzhev. Till the reign of Peter the Great schools were entirely seminaries to train for the ministry. Lay schools were first established by Peter, with the object of training for the Army, Navy, and Civil Service. The Empress Catharine first founded lay schools for the people; but these were few in number, ill supported, and confined to the towns. In 1797 there were in all Russia only 227 national schools. In 1802 Alexander I appointed a Minister of Instruction, and under him schools were provided, open to all classes, with graduated classes leading to the University. In 1828 there was a reaction against this democratic measure. Peasants were restricted to the village school, the bourgeois to the district school, and only the upper classes were admitted to the gymnasium. In 1858 the total number of pupils in all Russian schools was under a hundred thousand, and the salaries of teachers ranged from 75 to 145 roubles.

UNIVERSITIES AND SCHOOLS.

LONDON.

The position as regards the site of the future head-quarters of the University has been somewhat clarified by two events of the past month. First, the Government has declared that the diversion of Somerset House from its present purposes cannot be contemplated. This disposes of one of the proposals which have been under consideration. Further, the Senate have adopted a resolution stating that they are of opinion, after consideration of various sites which have been suggested for the head-quarters of the University, that it is undesirable to proceed further with such consideration unless and until H.M. Treasury intimate their willingness "to provide accommodation more suitable in situation, more convenient in character, and on terms not less advantageous as regards tenure, &c., than those attaching to the present occupation at South Kensington." Thus we revert to the *status quo*, and the labours of the Royal Commission are for the moment dissipated into thin air. It would be rash to attempt any ratiocinations as to the ultimate result of much argument about it; but, if we are to wait until the Government are prepared to find the huge sum which entirely new head-quarters would entail, the prospect of any development in that direction does not appear to be very encouraging.

Dr. (now Sir) W. P. Herringham has been re-elected Vice-Chancellor for a third year of office, an unusual proceeding affording high testimony of the respect in which he is held in the University. Lord Bryce is to deliver the Creighton Lecture next session, and Prof. A. W. Crossley has been appointed to a University chair of chemistry tenable at King's College.

Among the colleges there are several signs of activity. Prince Arthur of Connaught has visited the new University School of Architecture at University College, which is stated to be the largest and most complete school of its kind in the United Kingdom. Princess Christian has laid the foundation-stone of the new buildings for the Home Science Department of King's College for Women at Campden Hill. On this occasion, Lord Rosebery, Chancellor of the University, made one of his rare visits to the University and bestowed an official blessing on the new departure, which has for its object to establish household science as a subject of University study.

OXFORD.

The Responsions Statute, after having submitted to a long process of amendments, was thrown out in Congregation by 110 votes to 73. The result is disappointing. The reasons put forward for its rejection were not creditable. It was pointed out that it would cost the University money, but the main argument used was that the smaller colleges could not afford to have the standard of Responsions raised. At the same time, most of the opposition speakers declared that they desired to reform Responsions. That means little. Most opposition speakers in Congregation "want something done, but not anything that anybody else wants done." When the proposal to abolish compulsory Greek was defeated many of the opposition declared their desire to reform Responsions on the ground that the University should lead and not be led by the public schools. Many of the same persons now base their objections to the Responsions Statute on the ground that if the University tries to prescribe a proper standard of general education, it will have no undergraduates. The voting showed how impossible it is to do anything with Responsions until compulsory Greek is out of the way. As long as Greek is compulsory you must have at least three compulsory subjects—mathematics, Latin, and Greek. It seems reasonable to go on and say that if these are compulsory, an English essay ought to be so also. But any such proposals are naturally opposed both by the strong minority who want things kept exactly as they are, and by a considerable number of persons who rightly feel that the University ought to be more accessible to schools of a modern type and see that that can never be done while there are four compulsory subjects, including Latin and Greek. There is something to be said for the position that an examination in stated subjects is bad in principle, that the University ought to be open to any boy of real ability in any subject, but it was foolish to reproach Council for not having brought in a Statute on those lines. Council quite rightly considered itself bound by the decision of Convocation on the Greek question. That means that any proposals of which Congregation are likely to approve will be thrown out by Convocation.

The statute proposing to raise the fees in certain examinations was unexpectedly thrown out in Convocation by a considerable majority. The University still makes a profit on its examinations as a whole, but that profit has been considerably diminished by recent changes

in the fees paid to examiners, with the result that the University is suffering a loss in its income which it can ill afford at present.

The University has suffered a great loss in the death of Sir William Anson. He was an excellent Head of his college. Under his guidance All Souls, whose continued existence used to be thought one of the most obvious scandals in the University, had done great service to University education by its benefactions. He was also an ideal University member. He was, of course, a strong Conservative, but he was more the member for Oxford University than a member of his party. He has been described in some quarters as hating new experiments and disliking University Extension, but he was a warm and generous supporter of the work of the Tutorial Classes Committee, which, in the eyes of some of our Conservatives, is a dangerous and revolutionary movement.

On June 6 Viscount Bryce laid the foundation-stone of the new Presbyterian Chapel for members of the University, and delivered an interesting address showing what a difference there is between Oxford as it is now and as it was when he came into residence soon after religious tests had been abolished. The new chapel is one of the indirect results of the Rhodes scholarships. The strong Presbyterian contingent which has always come from Scotland is now reinforced in large numbers from the Colonies.

On the same day Lord Bryce opened Barnett House, which is intended to be, and is already becoming, a centre for social studies of all kinds. It will be the head-quarters of the Tutorial Classes Summer School, and should prove most useful in co-ordinating all the various social work and studies in the University.

CAMBRIDGE.

NEWNHAM COLLEGE.—The following Fellowships have been awarded: To Miss Costelloe the Mary Bateson Fellowship of £100 for three years; to Miss D. Jordan Lloyd the "N" Fellowship of £100 for three years; and to Miss M. Wheldale an extension of the "N" Fellowship for one year.

LEEDS.

For the last two terms the history of academic politics in this University has been almost a complete blank. Whether the cause is to be found in an absorption of those who direct our destinies with politics of a more general nature or to a temporary failure of the source which has been recently so fruitful of suggestions for the development of our activities it is difficult to say; but the fact remains that for some time neither the Senate, the Council, or the Court has had before it matters of policy sufficiently general to merit discussion in these notes.

There was, however, one alteration of the ordinances passed at the last Court meetings which deserves a word of notice. Last year it was resolved that the subjects of Hebrew and Ecclesiastical History were to be admitted to the course for the Ordinary Degree. There is no instruction given in either of these subjects within the University which has, accordingly, taken the hitherto unusual step of recognizing teaching given without. Certain courses at the Wesleyan College at Headingley and the Baptist College at Rawdon, when given under the conditions prescribed for courses with the University buildings, are to be recognized as part of the curriculum for a degree. The only other teaching given outside those buildings which is so recognized is given by the agricultural department at Garforth; but there it is given by teachers appointed by the University.

In the absence of proposals for constitutional change there is an opportunity for reviewing the work which is actually being done. Never before has the University been so active in research. The investigations of Prof. Bragg have made the Physical Laboratory temporarily the centre of the universe of physics. A new department, headed by a new professor with several new assistants, has been founded to conduct the research on Animal Nutrition, which is financed from the Development Fund. From the same source is derived the money which is supporting the experimental flax-growing station, which represents perhaps the first attempt in this country deliberately to use the scientific resources of a University to start a new industry or, rather, one which has been killed by lack of such resources. And lest it be thought that science, pure or applied, is our only care, the excavations at the Roman Camp at Slack conducted by the classical staff must be mentioned.

The series of public lectures (usually given at the close of the afternoon classes) started last year, have been continued and the list of speakers has been, if possible, even more distinguished. They deal chiefly with the arts of literature, painting, sculpture, and music, and continue to be excellently attended. Complaints are heard that the University is transgressing its proper limits and competing with institutions in the city which already offer such lectures

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(not, however, free of charge), but the view is generally expressed that if such institutions are suffering from the competition it is largely due to the mistakes of their past policy. Moreover, it is very doubtful whether the eminent men who have addressed us would be willing to give so much of their valuable time at the request of any institution less august than a University and doubtful again whether they will continue to be willing if all the Universities follow our example in asking them.

Two developments of our corporate life must be mentioned. The first concerns the students; it is the opening of the new athletic grounds. A recent extension of the tramways has rendered accessible new regions, and here the University has bought and laid out a ground with every advantage of situation, space, and amenity to take the place of the cramped and dismal field which they have occupied previously. The erection of a suitable pavilion awaits only the arrival of the generous benefactor.

The second concerns the staff. It has long been felt that it is one of the great drawbacks of a non-residential University that those of the staff who do not come into contact through their work have so few opportunities of making each other's acquaintance. Some opportunity is afforded by the University refectory, and the scheme of a University club has often been suggested, but not very favourably received. At the end of last term there was organized what, it is hoped, will be the first of a continuous series of meetings of the whole staff for purposes other than the discussion of their work. It was thought necessary that there should be some definite object for the meeting, and accordingly Prof. Gordon was induced to read a paper and open a discussion. He chose as his subject "Some Difficulties of Modern Expression"; he was wisely polemical and, attacking with vigour the linguistic barbarities of the "Scientists," drew so many spirited replies that the discussion eventually had to be closed. Another meeting is being arranged for next term, for all who attended the first were enthusiastic on its success for the purpose it had in view.

DURHAM.

Great changes have been effected at Durham University in the position of its women students. The University took a lead by opening its Senate—the supreme governing body—to women. Convocation, which confers degrees, has now been opened to women on the same terms as men, and there are now some dozen women graduates on that body. The opening of Convocation to women must be attributed to some extent to the efforts of a strong Union of the Women Graduates of Durham and Newcastle, which is doing much good work and promises to be a force of the future in the University.

In the Durham Division of the University a new Principal with high academic attainments was appointed to the Women's Hostel in the summer of 1913. As it is a hall of residence for women close to the heart of a progressive University, where women may attend lectures and take degrees, it offers advantages to those in the North in search of a University education at moderate cost and within easy reach. The Authorities are only waiting till the number of students is large enough to justify their building. We hope, in the course of the next few years, to see the opening of a fitting Hall to welcome our North country women students. There is a near possibility of a woman lecturer for the Durham colleges, the degree courses have been considerably altered and improved, and the number of scholarships open to women greatly increased. Three spacious rooms have been secured for a new women's Common Room, and on the social side—so important a factor in a residential University—women are taking an ever-increasing part in University life. The fact that the June number of the *Durham University Journal* is edited for the first time by a student of the Women's Hostel speaks for the advance they are undoubtedly making and the new responsibilities they are taking up. Much of this has only been possible through a tactful and sympathetic leadership which, besides guiding socially, is making the Hostel live again for those who have "gone down."

VICTORIA UNIVERSITY OF MANCHESTER.

Miss M. A. B. Herford, M.A., who held the Oliver Heywood Scholarship in 1909-11 and a Graduate Scholarship in 1912, has been appointed Assistant in Classics in the University. Miss Herford spent the session 1912-13 in archaeological research at Somerville College, Oxford. Miss Laura Lomas, M.A., late Faulkner Fellow and John Bright Fellow of the University, has been appointed by the Council of Newnham College Assistant Lecturer in Medieval and Modern Language for the session 1914-15. A Fellowship was recently offered to Miss Lomas by the Council of Bryn Mawr College, Pennsylvania, U.S.A. Miss Lomas was resident at Ashburne Hall during part of her University course, and has since studied in Paris and in Brussels. Miss H. B. Howarth, B.A., has been appointed an Assistant Inspector under the Health Insurance Act.

WALES.

The University College of Bangor, like many other Welsh educational institutions, is, unfortunately, face to face with a financial difficulty. At the last half-yearly meeting, the President, Lord Kenyon, directed attention to the deficit of £19,000 on the building fund. The Court had hoped that the new college would be opened free of debt, but they had been misled, and not only is the capital fund inadequate but the annual income will be insufficient for the upkeep. The subscriptions towards the building fund did not come up to expectations, and, so far, the Government grants for the Welsh colleges are far below the average for England. The Treasury grant, as already stated in these notes, in English colleges is £28.8, whereas Wales receives only £22.2 per student. This disparity should be remedied as the result of the quinquennial inspection of the University.

A Students' Representative Council of the University of Wales has recently been formed, with the object of promoting a closer union between the students of three University colleges. It is very desirable that students of the same University, following to a great extent the same courses of study and subjected to a common examination system, should have opportunities for discussion and so realize their unity. A definite constitution has been drawn up, and some suggestions have already been submitted on behalf of the Council to the Senate of the University.

Summer schools continue to be popular. For the month of August eleven have been arranged. The Workers' Educational Association meet at Bangor to discuss economic and social questions. The Welsh Language Society will hold its twelfth course at Christ College, Bangor.

Courses in rural science will be held at Madryn Castle Farm School, and at Welshpool County School. The Glamorgan County Council will have a school of mining, engineering, building, and science at Cardiff University College and Penarth Intermediate Schools, while manual work, Nature study, needlework, and hygiene will be studied at Barry County School.

The Welsh Department has issued a pamphlet strongly recommending the value of intensive study and the educative effect of contact with experts in various subjects at these courses, and urging upon Educational Authorities the desirability of offering as many scholarships as possible for the courses.

On July 28 and following days the Civil Service Commission will hold two special examinations for the purpose of selecting a number of Second Class Clerks and Assistant Clerks for the Welsh Insurance Commission. About thirty Assistant Clerks will be appointed, and six Second Class Clerks. The age limit for the former is seventeen to eighteen, and for the latter twenty to twenty-five, so that graduates of the University may compete.

The Welsh Insurance Commission are stated to be responsible for these new examinations as they are anxious to secure the services of the best boys in the Welsh schools. Unfortunately the commencing salary for the Assistant Clerks is low—£45 per annum—so that many suitable candidates may be deterred from competing. Welsh is an optional subject, though a knowledge of the vernacular should be extremely useful for work under the Commission in Wales.

This Association will meet at Bangor, from July 4 to August 22.

Workers' Educational Association.

The Association is under the auspices of some of the Northern Universities and of the University of Wales. The instruction is mainly by private tuition, and students are placed under the control of a tutor who advises a course of reading and generally supervises their work. The subjects include history, economics, literature, psychology, and philosophy, and well known experts in the different subjects have promised to deliver lectures.

SCOTLAND.

Prof. Musgrove, M.D., has resigned the Bute Chair of Anatomy, to which he was appointed in 1901. The appointment of his successor will be made in September.

St. Andrews.

The University Court has approved the report of a Committee, recommending that a fund of about £500 should be raised for the support of a temporary lectureship in music. It is proposed to redecorate the University Chapel, and Mrs. Robert Mitchell, St. Andrews, has offered £3,000 to the University for this purpose. The Senate has elected Prof. Scott Lang as one of its Assessors on the University Court. At the July graduation the honorary degree of LL.D. will be conferred on the following:—Mr. Lazarus Fletcher, F.R.S., Director of Natural History Department, British Museum; Mr. R. B. Greig, Scottish Board of Agriculture; Mr. Thomas F. Henderson, who has written much on Scottish history and biography;

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Dr. Arnold F. Rolleman, Professor of Chemistry, University of Amsterdam; Baron F. von Hügel; and Mr. W. J. MacDonald, M.A., for thirty years Mathematical Master in Daniel Stewart's College, Edinburgh.

Glasgow. The tramway enterprise of the Glasgow Corporation has caused a good deal of anxiety to the University. It was proposed to run electric tramways in University Avenue, but the University succeeded in its opposition to this, on the ground of the inevitable disturbance of delicate magnetic and microscopic investigations by electric currents and vibration. On the other hand, the University was unsuccessful in its opposition to the building of a bridge for tramway traffic through the grounds of Queen Margaret College. It is not yet settled whether it will be necessary to remove the College to another site. Unfortunately it is hardly possible to find a suitable site in the neighbourhood of the University. As Sir Donald MacAlister remarked in his address at the recent graduation, the decisions of the House of Lords Committee in their present form can hardly satisfy either the City or the University: "So careful of Rob Roy they seem, so careless of the Royal Saint." Commemoration Day was celebrated on Tuesday, June 23. Emeritus Professor Sir Hector Cameron delivered an oration on Lord Lister, honorary degrees were conferred, and the Commemoration Dinner was attended by about two hundred members of the University. The Chancellor, Lord Rosebery, presided at all the functions. Mr. W. R. Halliday, Lecturer in Greek History, has been appointed to the Rathbone Chair of Ancient History at the University of Liverpool. Mr. John S. Armour, M.A., of Glasgow University, has been appointed to the Professorship of English in Patna College, Bankipur, India. Mr. John Shaw Dunn, M.A., M.D., has been appointed Director of the Clinical Laboratory in the Western Infirmary and Lecturer in Clinical Pathology in the University.

Aberdeen. The Medical School has suffered a severe loss through the death of Dr. George Dean, Professor of Pathology in the University. He was appointed to the Chair in 1908, on the resignation of the late Prof. Hamilton. Prof. F. R. Japp has intimated his resignation of the Chair of Chemistry, to which he was appointed in 1890. He has done admirable work both in teaching and in research, and there is universal regret that he has decided to retire. Lord Elgin is to be installed as Chancellor of the University on July 8, the day of the summer graduation. The University Court has approved the plans for the extension of the Library and the erection of an examination hall at King's College. On June 18 Mr. Andrew Carnegie presided at a dinner of the Aberdeen University Club, London. In course of his speech he discussed and defended the work of the Carnegie Trust in connexion with the payment of fees. He mentioned that the total sum granted by the Trust for fees amounted to £534,000, and he expressed great satisfaction that £2,813 had already been repaid to the Trust by beneficiaries.

Edinburgh. Prof. Donald Mackinnon, who has held the Chair of Celtic Language and Literature since 1882, and Prof. James Geikie, D.C.L., LL.D., who has held the Chair of Geology for over thirty years, have intimated their intention to retire at the end of the present academic year. A joint Advisory Committee of the University and the Heriot-Watt College has prepared a draft scheme for the institution of a B.Sc. degree in mining engineering. Sir John Simon, the Attorney-General, has been adopted at Liberal candidate for the Rectorship. Mr. James Drever, M.A., has been appointed Lecturer in Education, and Mr. James M. Graham, M.B., Ch.B., has been appointed Lecturer in Surgical Pathology.

Royal Technical College. An anonymous donor has offered to give £10,000 as an addition to the endowment of the Royal Technical College, Glasgow, provided that other contributions amounting to not less than £15,000, are promised within one year. The income of the endowment is to be devoted to the strengthening of the staff in order to enable the College to undertake more research work in aid of the development of local industries. The Governors of the College have resolved to institute a new chair of Geology, and they have approved a draft ordinance for the institution of a B.Sc. degree in applied chemistry at Glasgow University.

Provincial Committees. At the request of the Joint Committee of the four Provincial Committees, the Directors of Studies have prepared a report, in which the present system of training is compared with the pupil-teacher system, and suggestions are made for remedying some defects in the present system. The report points out that it is not yet possible to pass judgment on the merits of the new teacher, as teachers trained under the new system in the full sense did not begin to enter the schools in any considerable numbers until session 1912-13. But the Directors of Studies are of opinion that the new system is superior to the

old, except possibly in respect of skill in the exercise of discipline. Even in this respect "the evidence tends to show that the new teacher is likely to be more successful in the end. But it is not clear that he is more successful at the end of his course of training." The report recommends (1) that the fitness of candidates for admission to the teaching profession, in respect of health, character, and intelligence should be scrutinized more closely before they are admitted as junior students; (2) that the time given to practice in teaching during the junior student course should not be diminished and that the practice should include an adequate amount of responsible and continuous class teaching; and (3) that continuous class teaching for several hours daily during at least three weeks should be undertaken by students in full training, and that the session for two-year students should be extended to thirty-five weeks at least. The report has been approved by the Glasgow Provincial Committee. The Edinburgh and Glasgow Committees have prepared a joint report on the question of the salaries of the staff of the training colleges. There has been prolonged correspondence with the Education Department on this question, and the position of the Department is rather difficult to understand. In proposing the institution of scales of salaries, the Department stated that the size of the training centres should be taken into account in determining the scales. Afterwards the Department issued a uniform scale for all the centres, irrespective of their size; and finally, on remonstrances being made, declared that the "size of the departments had been taken into account." The Secretary of the Education Department is to be asked to receive a deputation from the two Committees.

Secondary Education Congress. The fourth Secondary Education Congress was held at Glasgow University, on May 22 and 23. Mr. Ramsay Macdonald, M.P., gave an address on "The Place of Secondary Education in a National System." He maintained that "elementary education only prepared for education." He believed that the great training ground for life was at the level of secondary education and not above it. Every school should have enough secondary work to do to make it a real educational institution. Mr. J. H. Jones, Lecturer on Social Economics at Glasgow University, dealt with "The Economics of Teachers' Salaries." He said that the result of the unrestricted operation of the forces of demand and supply was that the teaching profession was probably the worst paid of all. The case for a national minimum salary was overwhelmingly strong, and the method of securing it was to insist on a definite apprenticeship. Sectional meetings were also held in English, science, history, art, mathematics, classics, modern languages, and geography. Mr. Robert Dickson, M.A., Head Master of Dalry School, Edinburgh, has been elected President of the Educational Institute of Scotland.

IRELAND.

The Board of Trinity College met on June 8, for the purpose of electing a Fellow and Scholars. The Fellowship was awarded to Mr. James Maxwell Henry. Mr. Henry, a former pupil of Campbell College, Belfast, distinguished himself both in Mathematics and classics throughout his college career, and gained the Mathematical Studentship at his graduation in 1909, with a double Senior Moderatorship in Mathematics (large gold medal) and Logic and Ethics. The Madden Prize and a special premium of £60 fell to Mr. Henry Wilkins Burd, while the remaining four candidates received Fellowship Premiums. Fourteen Scholarships (one non-foundation were awarded, five for mathematics, six for classics, one for experimental science, and two for modern literature. The second place in modern literature fell to a woman student.

The students celebrated the occasion with their usual high spirits, both inside and outside the College; but on this occasion the fun overstepped due bounds. Although the College Authorities had taken the wise precaution of locking the gates, a large number succeeded in getting out. In their progress through the streets they raided the offices of the Women's Social and Political Union in Clare Street and carried off a flag; then they forced an entrance into the Mansion House, and hoisted the suffragette flag on the roof there, where it floated for over an hour—a good omen, let us hope. There were similar raids on the Theatre Royal and the offices of the Irishwomen's Franchise League. As a consequence of these pranks ten of the ringleaders were arrested and had to pay fines and damages in the Police Courts, and one was rusticated.

The annual Festival Service was held in the College Chapel on Trinity Monday afternoon, when the Rev. Canon Hannay delivered an address on the life of the eighteenth century divine, Philip Skelton, who was an alumnus of Trinity.

On June 12, Mr. Birrell's Bill for improving Irish intermediate education was read a second time in the House of Commons, and its author made an interesting speech, in which he showed sympathy with the difficulties of Irish secondary education, and acknowledged

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that it did not get its fair share, or any share, of the grants which went to secondary education in other parts of the United Kingdom. The chief points in the Bill are noted by you elsewhere.

The part of the scheme which has been modified, no doubt in order to secure its acceptance with the Catholic head masters, is that relating to minimum salaries. As it originally stood the minimum was fixed at £120 for men, £80 for women. Now Mr. Birrell has found that though "it may be desirable to fix a minimum salary, it is practically impossible." It seems, however, to an outsider as if the fixing of a minimum salary would be the most effective guarantee that the money did ultimately find its way to the pockets of the teachers; and surely the modest sums named ought not to be impossible under any circumstances.

The Report of the Committee of Inquiry into National Education continues to receive attention, and was discussed at some length in the General Assembly of the Presbyterian Church, which was held during the month in Belfast, by the newly elected Moderator, the Rev. Dr. Bingham. According to Dr. Bingham, Presbyterian managers in the North are prepared to give favourable consideration to any equitable system of local public control. Dr. Bingham also spoke of the necessity of a chair of education in the University of Belfast and a training college in the City for primary and secondary teachers.

Irish education has lost an active worker through the death of the Rev. Canon Andrew Murphy, Parish Priest of St. Munchin's, Limerick, on June 18. Canon Murphy was a student and a teacher and deeply interested in all questions relating to education. He was secretary to the Association of Clerical Head Masters and editor of the *Irish Educational Review*. He was also a prominent member of the Classical Association, with the inception of which he had a good deal to do.

SCHOOLS.

DULWICH COLLEGE.—Mr. Gilkes has sent in his resignation of the Head Mastership, to take effect at the end of the term. Mr. Gilkes was educated at Shrewsbury School, and, after taking his degrees at Oxford, where he gained a First in Classical Moderations and Greats, he was appointed by Mr. Moss to an assistant mastership in his old school, a post which he held for twelve years, till in 1885 he succeeded Dr. Welldon as Head Master of Dulwich. His whole life

has been devoted to his school, and eschewing educational politics he has endeared himself to generations of Dulwich boys. His sole relaxation has been literary composition. In Socratic dialogues and other romances he has given to the world his ideals of public-school life.

ELTHAM COLLEGE.—Mr. George Robertson has been appointed to the head mastership in succession to Mr. W. B. Hayward. Mr. Robertson, after a distinguished career at Oxford, where he gained the Craven and Ireland Scholarships, was appointed Professor of Classics in the Grey University College, Bloemfontein.

HARROW COUNTY SCHOOL.—The summer camp has commenced, and already fifty or sixty boys have had a week under canvas on the school field.

REPTON.—The Rev. Geoffrey Francis Fisher has been appointed to the Head Mastership in succession to the Rev. W. Temple. Mr. Fisher was educated at Marlborough, whence he obtained a scholarship at Exeter College, Oxford. He took a First in Classical Moderations, Greats, and also in Theology. In 1908 he rowed in the winning boat of the trial eights. Since 1911 he has been an assistant master in Marlborough College.

RUGBY.—Speech Day on June 20 was abandoned in consequence of an extensive outbreak of mumps.

SUNDERLAND, BEDE COLLEGIATE BOYS' SCHOOL.—Numbers are growing, in spite of the inadequate premises. A new site has been purchased, and plans of buildings to accommodate six hundred boys are now being advertised for. Two additional masters—Mr. Nicholas Back, B.A., late Foundation Scholar of Downing College, Cambridge, and Mr. H. R. Clement, B.A., late Scholar of University College, Aberystwyth—have recently been appointed. Mr. A. E. Hodgson, B.Sc., for twelve years a most efficient master in the School, died suddenly on Christmas Day. His successor is Mr. S. A. White, M.A., late Mathematical Scholar of University College, Oxford. Mr. H. B. Widdows, Senior Classical Master, after nine years' excellent service, will leave at midsummer, having been appointed (from among 302 candidates) Head Master of Whitley Bay and Monkseaton High School for Boys. The Governors last month improved the Salaries Scale framed in 1905, raising the maximum salary of assistant masters from £200 to £250.

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To the Editor of The Journal of Education.

DEAR SIR,—It was with keen delight that I anticipated taking part in the service held in St. Paul's Cathedral for members of the teaching profession on May 21. The idea of all grades of teachers, young and old, meeting in common fellowship to express the feeling of aspiration, and so gather further inspiration, in the pursuit of their work appealed strongly to me, and I looked forward to a bright service breathing forth thanksgiving for the blessings which had come to the veterans in their store of happy memories, and for the novices a glimpse of the joy which should be theirs in after years, with hints of difficulties to be overcome by the way.

But I must confess to grievous disappointment. In the place of bright, hearty singing the slowness became increasingly insupportable; although seated among training-college students, from whom one would expect to hear a large volume of sound from their fresh, youthful voices, a subdued "mewing" was all that could be heard. The chosen hymns seemed wide of the purport—one calling the workers to their high ideals and another begging for continued blessing would have been more appropriate. The service, to be joined in by teachers of various modes of thought, should not include the "Belief," while the omission of the General Thanksgiving suppressed one of the best prayers for the occasion. The address was suitable only to students in Church of England training colleges.

Surely this should have been an occasion quite apart from all doctrinal theology, and the service such as could be joined in heartily in its general spirit by every teacher, Jew or Gentile, in London.

But, on leaving the Cathedral and moving westwards, I paused with a friend to take in anew the truth of Watts's vision of reality clothed in glorious colour: the figure of Justice with flaming sword following inevitably in the wake of man's path through life, judging his thoughts and deeds as long as Time and Death hold sway. And, finally, through the western doors streamed in the clear light of sunset sky, filling one's mind with its calm beauty; and there followed the thought of another of Watts's pictures—"Love Triumphant over All"—and one felt that words were but poor, and did not matter.—I remain, yours faithfully,

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PRIZE COMPETITIONS.

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Cromwell mourut dans la plénitude de son pouvoir et de sa grandeur. Il avait réussi au delà de toute attente, bien plus que n'a réussi aucun autre des hommes qui, par leur génie, se sont élevés, comme lui, au rang suprême, car il avait tenté et accompli, avec un égal succès, les desseins les plus contraires. Pendant dix-huit ans, toujours en scène et toujours vainqueur, il avait tour à tour jeté le désordre et rétabli l'ordre, fait et châtié la révolution, renversé et relevé le gouvernement dans son pays. A chaque moment, dans chaque situation, il démentait avec une sagacité admirable les passions et les intérêts dominants, pour en faire les instruments de sa propre domination, peu soucieux de se démentir pourvu qu'il triomphât d'accord avec l'instinct public, et donnant pour réponse aux incohérences de sa conduite l'unité ascendante de son pouvoir. Exemple unique peut-être que le même homme ait gouverné les événements les plus opposés et suffi aux plus diverses destinées. Et dans le cours de cette carrière si forte et si changeante, incessamment en butte à toute sorte d'ennemis et de complots, Cromwell eut de plus cette faveur du sort que jamais sa vie ne fut effectivement attaquée; le souverain contre lequel était écrit le pamphlet, *Tuer n'est pas assassiner*, ne se vit jamais en face d'un assassin.

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This passage from Guizot was set in the last examination of the Scotch Education Department for Higher School Certificates. What the candidates made of it we cannot tell, but it proved sufficiently difficult to test the powers of our adult candidates, unlimited for time and able to consult dictionaries. As in last month's comments, the figures indicate the line of the text. 1, "When he died, Cromwell was at the zenith of his power and greatness." This is better than "Cromwell died in the fullness," &c. Not his death, but his greatness, is the point to be emphasized. 2, "His success had surpassed all expectations—a success unapproached by any one of his rivals for fame, the men of genius, &c." This avoids the cumbrousness of "much more than any of those men had done." 5, "Conflicting" rather than "contradictory" or, worse, "adverse." 6, "To the fore," "before the public" are weak, and "in the limelight" is too modern a phrase. "In the van" matches best with "victorious." 7, "Sown broadcast," "spread abroad," "fomented." The context should have shown that "cast down" cannot be the meaning. "Made a revolution and then held it in check," not "punished the rebels." 9, "In every critical situation he could diagnose with marvellous sagacity the trend of public opinion and the passions of the hour." 13, "In answer to the charge of inconsistency he could point to the undeviating path by which his supremacy had been attained." It is only by a paraphrase that the full force of *l'unité ascendante* can be given. *Ascendante* expresses not only the upward progress, but the ascendancy, and *l'unité* not only the consistency of his policy, but the autocracy to which it led. This was the crux of the passage, and my solution does not pretend to be more than an *à-peu-près*. 19, "Seriously." "With any great success" is absurd. Sexby's tract, "Killing no Murder" was not known by all.

(Continued on page 510.)

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By order of the Committee,

FRAS. W. CROOK,
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London, E.C.

June, 1914.

BOROUGH OF SWINDON EDUCATION COMMITTEE.

SWINDON AND NORTH WILTS SECONDARY SCHOOL AND TECHNICAL INSTITUTION.

Mr. G. H. BURKHARDT, M.Sc., Principal.

The Committee invite applications for—

(1) A FORM MISTRESS who has had experience in the teaching of Mathematics and Geography. Candidates must hold a degree or have equivalent qualification. Salary, £130 per annum, rising by £10 p.a. with approved service to £160 p.a.

(2) A TEACHER OF DOMESTIC SUBJECTS who must be qualified in advanced Dressmaking and Needlework and hold a Diploma recognised by the Board of Education in Cookery, and have had experience in teaching in Secondary and Technical Schools. Commencing salary £110 per annum.

Further particulars, the nature of which should be clearly specified, may be obtained on application to the PRINCIPAL. Applications, which must be made not later than July 6th, to be on Forms to be had from W. SEATON, Secretary, Education Office, Town Hall, Swindon.

16th June, 1914.

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COUNTY BOROUGH OF ROTHERHAM. EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS.

Principal: Miss F. STRUDWICK, M.A.

Wanted, for the beginning of September term a SCIENCE MISTRESS to teach Physics and Nature Study. Degree, Training and Experience in a Secondary School essential. Salary £130 per annum.

Forms of application, which must be returned not later than July 8th, 1914, may be obtained from the undersigned.

JAS. A. MAIR,
Education Officer, Secretary for Education.
Rotherham.

MAIDSTONE GIRLS' GRAMMAR SCHOOL (Endowed).—Wanted, in September, SCIENCE MISTRESS. Principal Subjects: Chemistry, Physics. Subsidiary: Botany, Hygiene, Elementary Mathematics, Games. Degree and experience (other than during training) essential. Training desirable. Initial Salary £130 per annum. Non-resident. Apply before July 8th, with testimonials, to HEAD MISTRESS.

WANTED, for September, Resident ASSISTANT MASTER, with good qualifications in Mathematics or Physics. Initial Salary £80, with Board and Residence. Apply, enclosing copies of testimonials and giving full particulars of qualifications and experience, if any, to HEAD MASTER, County School, Towyn.

ASSISTANT MASTERS

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Essential Subjects _____

Duties _____

Is a Graduate required? _____ Age _____ No. of Boys _____

Date Vacancy Occurs _____

Salary Offered, Resident : _____ Non-Resident : _____

Name of Principal _____

Address _____

Vacation Address _____

Date _____

UNIVERSITY COLLEGE OF SOUTH WALES & MONMOUTHSHIRE. COLEG PRIFATHROFAOL DEHEUDIR CYMRU A MYNWY.

The Council of the College invites applications for the post of **SECOND ASSISTANT LECTURER** in the Departments for the Training of Men Teachers for Elementary and Secondary Schools.

Further particulars may be obtained from the undersigned, by whom applications, with testimonials (which need not be printed) must be received on or before Saturday, July 11th, 1914.

Cardiff, June 17th, 1914.
D. J. A. BROWN, Registrar.

NORTHAMPTONSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

THE GRAMMAR SCHOOL, KETTERING.

The Governors are about to appoint an additional **ASSISTANT MASTER**. The subjects required are Classics, English History, and, if possible, Singing.

The salary offered is £150, rising to £180 per annum. Forms of application, which must be returned not later than Friday, 10th July, 1914, can be obtained from the undersigned.

J. L. HOLLAND, Secretary for Education.
County Education Offices, Northampton, June, 1914.

TYPEWRITING (Certificated).

Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

COUNTY BOROUGH OF DEVONPORT.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss A. HILL, M.A. (Lond).
ASSISTANT MISTRESS required September. Graduate. Experienced.

Junior Form subjects, including Geography. Salary (according to qualifications) £90 to £150 by £5 annual increments.

Application Forms, which should be returned by July 12th, may be obtained on the receipt of a stamped addressed foolscap envelope, from

W. H. CRANG, Director of Education.
27 Ker Street, Devonport.

NORTHERN POLYTECHNIC INSTITUTE, HOLLOWAY, LONDON, N.

The Governors of the above Institute invite applications for the following posts—

- (1) **ASSISTANT**, in Secondary Day School. Principally to teach Art and Elementary English. Commencing Salary, £150 p.a.
- (2) **ASSISTANT** in Engineering Department. Preferably with Workshop, Drawing Office, and, if possible, Teaching experience. Commencing salary £150 p.a.

Appointments to date from the 1st September, 1914. Applications to be made on special forms to be obtained from the **SECRETARY** at the Institute.

COUNTY BOROUGH OF BOLTON EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

Wanted, an **ASSISTANT MISTRESS** with special qualifications for teaching French (oral and written). The person appointed must be a Graduate. Salary, £100 to £150; years of service in a recognised Secondary School to count. Application forms, to be returned not later than July 7th, 1914, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

F. WILKINSON, Director of Education.
Education Offices, Nelson Square, Bolton.

THE MAYNARD SCHOOL, EXETER.

Head Mistress: Miss PRENERRY, M.A., Lond.
Classical Tripos Camb.

- (1) **STUDENTSHIP** offered. Free Board and Training. Applicants must have obtained Honours Degree, or equivalent, at an approved University.
- (2) **MUSIC STUDENTSHIP** of the value of £30 a year.

For further particulars apply—**HEAD MISTRESS**.

COUNTY SCHOOL, PRESTON, RADNORSHIRE.—**SCIENCE MASTER** required for September Term. £125. Non-resident. Chemistry, Physics, Geography, Drill. Apply to the **HEAD MASTER**.

DURHAM COUNTY COUNCIL. HIGHER EDUCATION.

BLAYDON-ON-TYNE SECONDARY SCHOOL.
Head Master: Mr. R. N. WILSON, B.Sc., B.A., (Lond.)

ASSISTANT MASTER required in September next, specially qualified in History. Subsidiary subjects: Shorthand and Bookkeeping. Completed applications must be received by first post on Monday, 6th July, 1914.

DURHAM JOHNSTON SECONDARY SCHOOL.
Head Master: Mr. S. WHALLEY, B.Sc., A.R.C.S.

ASSISTANT MASTERS required in September—
(1) For French and General Form Subjects.
(2) For Mathematics and General Form Subjects.
Completed applications must be received by first post on Thursday, 9th July, 1914.

Salaries according to County Scale, particulars of which, together with Application Forms, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing, directly or indirectly, will disqualify.
J. A. L. ROBSON,
County Secretary for Higher Education.
Shire Hall, Durham,
22nd June, 1914.

COUNTY SCHOOL, PORT TALBOT, GLAM.—Wanted, in September,

a **MISTRESS** for Domestic Subjects to teach Cookery and Needlework and assist with Junior English subjects. The Mistress appointed will be responsible for the preparation of the mid-day meal for such pupils as require it, possibly some 50 or more. Must be experienced. Salary offered £100 to £120. Apply, stating qualifications fully, to the **HEAD MASTER**.

COUNTY BOROUGH OF SUNDERLAND.

BEDE COLLEGIATE SCHOOL FOR GIRLS.
Head Mistress: Miss M. E. BOON, M.A.

APPOINTMENT OF JUNIOR MISTRESS.

Wanted, in September, a **MISTRESS** specially trained for Lower School work. Good experience in this part of a Secondary School essential. Initial Salary £115.

Salary Scale and also Application Form, which should be returned as quickly as possible, obtainable on sending stamped envelope to the undersigned.

HERBERT REED, Secretary.
Education Department,
15 John Street, Sunderland.
June, 1914.

MERTHYR TYDFIL (DUAL) INTERMEDIATE SCHOOL.—Wanted,

for September, a **MASTER** to teach Classics and English, a good degree and good experience essential. Salary £160, rising to £200. Also a **MISTRESS** to teach Geography and Elementary Mathematics. Salary £120, rising to £150. Apply—**HEAD MASTER**.

NEWPORT (MON.) INTER- MEDIATE SCHOOL FOR BOYS.—SENIOR

CLASSICAL MASTER wanted for September. Graduate in Classical Honours essential. Salary commencing at £160 or £170, and rising to £210 per annum. Applications to the **HEAD MASTER** from whom further particulars can be obtained.

DR. CHALLONER'S GRAMMAR SCHOOL, AMERSHAM.—Wanted, in Sep-

tember, **ASSISTANT MASTER** to take Junior English and History throughout School, also Drill and a little Arithmetic. Degree and some experience essential: ability to undertake duties of Scout Master an advantage. Salary £120-140, according to qualifications, Ac., rising to £180. Non-resident. Apply—**HEAD MASTER**.

AN experienced HOUSE

MISTRESS required in Girls' Boarding School. Care of Health. Control of Maids. Good Needlework. Also **KINDERGARTEN MISTRESS** and Senior FORM **MISTRESS** with good qualifications. School experience essential in all cases. Games desirable. Apply, with photograph, Eversley, Southport.

KINDERGARTEN MISTRESS.

—Wanted, in September, Lady with full Froebel Certificate (Bedford College preferred). To take charge of small Preparatory Department. Salary £50 or £60, with residence in Hostel, or £100 upwards non-resident, according to qualifications. Apply immediately to **HEAD MISTRESS**, The Duchess' School, Alnwick.

FRAULEIN REHM'S Boarding

School, Ammonstrasse 8, Dresden, has a vacancy for a Young Teacher "au pair" who wishes to study German. First-class reference given and required.

VACANCY for an INSPECTOR of SCHOOLS under the CEYLON EDUCATION DEPARTMENT.

THE SECRETARY OF STATE for the COLONIES REQUIRES an INSPECTOR

of SCHOOLS for service under the Ceylon Education Department. Salary £500, rising by annual increments of £25 to £620. Candidates must be Graduates in Honours of a British University, and qualified to inspect and examine higher work in English subjects and classics in Secondary English Schools. The officer appointed will be entitled to leave of absence and pension under the regulations of Government service in Ceylon and will be expected to assume duties at the beginning of October. Applications should be submitted before the 11th July in covers marked "C.A." to the **SECRETARY**, Board of Education, Whitehall, London, S.W.

Scottish Candidates should apply to the **SECRETARY**, Scotch Education Department, Whitehall, London, S.W.

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SETTLE GIRLS' HIGH SCHOOL.—A SCIENCE MISTRESS (B.Sc.)

is required in September. Subjects: Chemistry, Physics, Elementary Botany, English and Mathematics. Salary £100 to £110, according to qualifications. Applications should reach the undersigned not later than 11th July, 1914.—CHAS. A. MILFORD, Clerk to the Governors, Education Offices, Settle.

BARMOUTH COUNTY INTER- MEDIATE SCHOOL.—Wanted, for Sept.,

GRADUATE in ARTS to teach English subjects, Singing, Drill and French and Latin in lower Forms. Commencing salary, £90, or if with experience, £100. Scale. Apply at once to **HEAD MASTER**.

WANTED, a **MISTRESS** to teach Geography and some Literature one morning a week. Apply, stating fees, to Miss BELL, 11 Matlock Lane, Ealing.

KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS, CAMP HILL, BIR-

MINGHAM.—Wanted, in September, a **MISTRESS** to teach Shorthand, Typewriting and Bookkeeping. In addition qualifications in general subjects are required—degree or equivalent if possible. Experience desirable. Forms of application to be obtained from the **SECRETARY**, King Edward's School, New Street, and sent to Miss KEEN, King Edward's School, Camp Hill, before July 10th.

BRIDLINGTON HIGH SCHOOL, YORKSHIRE.—Required, in Sep-

tember, (1) **MATHEMATICAL MISTRESS**—some Science. (2) **SCIENCE MISTRESS**—good Botany and nature Study essential. Apply—**HEAD MISTRESS**.

ADDRESS WANTED.

Will the lady who sent advertisement ending "C.C., Journal of Education Office," kindly send her address to the Publisher, "The Journal of Education," 3 Broadway, London, E.C.

NATAL.—Required for NON- CONFORMIST GIRLS' HIGH SCHOOL,

KINDERGARTEN MISTRESS, fully qualified. Salary £80, resident board, lodging, laundry. Passage paid. French desirable and Needlework. Required immediately for **GIRLS' DIOCESAN SCHOOL**, SOUTH AFRICA, an **ASSISTANT MISTRESS** to teach History and other subjects, either Botany, Mathematics or Geography. Salary £100, resident. Passage paid. Apply—**EDUCATION SECRETARY**, 23 Army and Navy Mansions, S.W.

GIRLS' GRAMMAR SCHOOL, WATFORD.—MODERN LANGUAGE

MISTRESS, for September. Degree or equivalent and experience essential. Initial salary according to qualifications.—Apply, not later than July 9th, to the **HEAD MISTRESS**.

NORTH LONDON COL- LEGIATE SCHOOL, SANDHILL ROAD, N.W.

—**ASSISTANT MISTRESS** required in September to teach Mathematics, take general charge of a middle Form, and assist with Games. Some other subject desirable, Geography by preference. Salary £120. Apply by letter—**HEAD MISTRESS**.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the Summer and September Terms for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS for Girls' Secondary School in the South, to teach general elementary subjects. Degree or equivalent essential. Salary £110 non-res.—No. 867.

SENIOR ENGLISH MISTRESS for large Private School near London, to teach History, Geography, Drill, elementary Latin. Recommendation to offer elementary Science or History or Art. Graduate with experience essential. Salary £60 to £70 res.—No. 874.

SENIOR MISTRESS for high-class School on South Coast, to teach History, Geography, English, Scripture, Arithmetic. Churchwoman and experience essential. Salary £70 to £80 res.—No. 899.

HISTORY MISTRESS for good-class School near London, to teach History to Inter. Arts standard, elementary Latin, and English. Churchwoman with degree essential. Salary £55 to £60 res.—No. 902.

ASSISTANT MISTRESS for small good-class School on the South Coast, to teach English Literature, History, and Geography. Knowledge of French and German a recommendation. Experience essential. Salary £50 to £60 res.—No. 937.

ASSISTANT MISTRESS for Private School on the South Coast, to teach Modern Geography and English Grammar to Senior Cambridge standard, in addition to general Form work. German a recommendation. Churchwoman with experience essential. Salary £45 to £60 res.—No. 958.

ASSISTANT MISTRESS for Home School on the South Coast, to teach Modern Geography, Mathematics, elementary Classics, and some Scripture. Churchwoman and Degree essential. Salary £70 to £80 res.—No. 966.

ASSISTANT MISTRESS for Private Day and Boarding School in the North, to teach English, History, and Latin. Churchwoman and experience essential. Salary £50 to £60 res.—No. 968.

ASSISTANT FORM MISTRESS for good-class Day School near London, to teach Arithmetic, elementary Mathematics, elementary Latin, and to teach some other subject besides those mentioned, particularly German. Churchwoman and experience essential. Salary £110 non-res.—No. 989.

ASSISTANT MISTRESS for Dual School on the East Coast, to teach English and History to Inter. B.A. standard. Recommendation to offer Handwork and Games. Degree with experience essential. Salary £100 to £120 non-res.—No. 991.

SENIOR ASSISTANT MISTRESS for Girls' Grammar School in the Midlands, to teach English subjects. Geography or Drawing are desirable as subsidiary subjects. Degree and experience essential. Salary £90 res., rising.—No. 1,004.

ASSISTANT MISTRESS for Boarding and Day School in London, to teach Mathematics and English to Junior Cambridge standard. Experience essential. Salary £75 non-res.—No. 1,000.

LADY GRADUATE for Day School within easy reach of London, to teach advanced Botany, Needlework a recommendation. Experience in Secondary Schools essential. Salary £55 to £70 res.—No. 915.

MATHEMATICAL AND SCIENCE MISTRESSES.

SCIENCE MISTRESS for Intermediate School for Girls in the West, to teach Botany and Mathematics to Matriculation standard. General Elementary Science a recommendation. Training in Secondary teaching or some experience essential. Salary £120 non-res.—No. 957.

ASSISTANT MISTRESS for Mixed Day School in the Midlands, to teach Physiology, Domestic Science, Hygiene, and Botany to Senior girls, and to assist with Chemistry, Physics, and Mathematics in the Lower Forms. Experience essential. Salary £120 non-res., rising.—No. 936.

MATHEMATICAL MISTRESS for Private Boarding School within easy reach of London, to teach Mathematics throughout the School. Churchwoman with experience essential. Salary £60 res.—No. 920.

MISTRESS for Girls' College in London, to act as Assistant to the Professors and be in charge of the Games, and to teach elementary Mathematics and Latin. Salary £55 res.—No. 934.

ASSISTANT MISTRESS for Girls' College in London, to teach Mathematics and Arithmetic. Degree or equivalent essential. Swedish Drill a recommendation. Salary according to qualifications and experience.—No. 883.

MUSIC AND ART MISTRESSES.

MUSIC MISTRESS for Private School on the South Coast, to teach Piano, Class Singing, and Theory, on the Matthey or Curwen Systems. Churchwoman with experience essential. Salary £40 res.—No. 959.

RESIDENT MUSIC MISTRESS for high-class Boarding School in London. Experience essential. Salary £50 to £60 res.—No. 922.

MUSIC MISTRESS for high-class School on the South Coast, to teach Piano, Harmony, and Class Singing. Recommendation to offer German. Experience essential. Salary £45 res.—No. 868.

ART MISTRESS for Home School in Scotland, to prepare for the Ablett's Examination. Salary £40 to £45 res.—No. 887.

MODERN LANGUAGE AND FOREIGN MISTRESSES.

MISTRESS for Private School in the North, to teach French, and to offer as subsidiary subjects German, some English and Needlework. Churchwoman essential. Salary £50 res.—No. 910.

MODERN LANGUAGE MISTRESS for good-class Private School on the South-East Coast, to teach French and German. Salary according to qualifications and experience.—No. 791.

FOREIGN MISTRESS for high-class Boarding School in the North, to teach French and to assist in teaching Needlework. A good salary in addition to board and residence.—No. 978.

RESIDENT GERMAN MISTRESS for high-class School within easy reach of London, to teach German throughout the School, and to speak and teach French to the Lower Divisions. Experience in English Schools essential. Salary according to qualifications and experience.—No. 918.

GAMES AND GYMNASIUM MISTRESSES.

GAMES AND GYMNASIUM MISTRESS for good-class Private School on the South-East Coast, who can also teach some junior English. Salary according to qualifications and experience.—No. 792.

MISTRESS for Private School on the South-West Coast, to teach Gymnastics, Games, and Dancing. Salary £50 res.—No. 881.

GYMNASIUM AND GAMES MISTRESS for high-class School within easy reach of London. Diploma and experience essential. Salary £100 res.—No. 909.

DOMESTIC SCIENCE MISTRESSES.

ASSISTANT MISTRESS for Dual School in the West, to teach Cookery, Laundry, Housewifery, Sewing, and, if possible, Drill for girls. Salary £80 non-res., rising.—No. 856.

TWO DOMESTIC SCIENCE MISTRESSES for two Government Schools in Egypt, to teach Cookery, Housewifery, Laundry, and, if possible, Needlework. Diploma and training experience essential. Salary £197 with furnished quarters, rising. Passage paid.—Nos. 975 and 976.

DOMESTIC SCIENCE MISTRESS for Girls' School in the North. The post is a resident one. Salary offered according to qualifications and experience.—No. 939.

KINDERGARTEN AND LOWER FORM MISTRESSES.

TRAINED KINDERGARTEN MISTRESS for Private School in the North, to take charge of a small Kindergarten in the mornings, and to take Games, Swimming, and Drill. Salary £42 res.—No. 926.

MISTRESS for Private Preparatory School for Boys on the South Coast, to teach two of the following subjects:—Modern Geography, Ablett's Drawing, junior Music essential. Salary £45 to £50 res.—No. 916.

KINDERGARTEN AND FIRST FORM MISTRESS for Private School on the South-West Coast. College training and experience essential. Salary £50 res.—No. 879.

KINDERGARTEN MISTRESS for Government School in Egypt. Higher Froebel Certificate and experience essential. Salary £197 with furnished quarters. Passage paid.—No. 977.

LOWER FORM MISTRESS for Private School within easy reach of London, to teach the usual Kindergarten Subjects, Class Singing, and good elementary French. Salary according to qualifications and experience.—No. 984.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Messrs. GABBITAS & THRING have on their books Vacancies for Matrons, Lady Housekeepers, and Housemistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of ASSISTANT MISTRESS to teach German and either History or Mathematics at the County Secondary School, S. Hackney.

Commencing salary £120 to £170, according to previous experience, rising to £220 by yearly increments of £10.

Candidates must have passed a Final Examination for a Degree held by a recognized University and have had experience in Secondary Schools.

The candidate appointed will be required to start work if possible in September 1914, but in any case not later than January 1915.

Applications must be on forms to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Wednesday, 8th July. Every communication must be marked "H 4" on the envelope.

Canvassing, either directly or indirectly, will disqualify. No candidate who is a relative of a member of the Advisory Sub-Committee of the School is eligible for appointment.

LAURENCE GOMME,

Clerk of the London County Council.
Education Offices, Victoria Embankment, W.C.

COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the positions of ASSISTANT MISTRESSES at the County Secondary School, Sydenham:—

- (a) ASSISTANT MISTRESS to teach Classics and English.
- (b) ASSISTANT MISTRESS to teach History; subsidiary subject English.
- (c) ASSISTANT MISTRESS to teach English; subsidiary subject History.

Candidates must have obtained Honours in a Final Examination for a Degree held by a recognized University, and must have had good Secondary School experience. Ability to take part in games will be an additional recommendation. Any of these Mistresses may be required to give part of her time to the County Secondary School, Forest Hill, which is under the same Head Mistress and is to be amalgamated with the County Secondary School, Sydenham.

Applications are also invited for the position of—

- (d) ASSISTANT MISTRESS at the County Secondary School, Clapham, especially qualified to teach English. Ability to teach History would be an additional qualification. Candidates must have obtained Honours in English in a Final Examination for a Degree held by a recognized University.

In each case the commencing salary will be from £120 to £170, according to previous experience, rising to £220 by yearly increments of £10. Applications must be on forms to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Thursday, 9th July, 1914, in the case of (a), (b), and (c), and 16th July in the case of (d). Every communication must be marked "H 4" on the envelope.

Canvassing, either directly or indirectly, will disqualify for appointment. No relative of a member of the Advisory Sub-Committee of the School is eligible.

LAURENCE GOMME,

Clerk of the London County Council.
Education Offices:
Victoria Embankment, W.C.

CHICHESTER HIGH SCHOOL

FOR GIRLS.—Wanted, in September. (1) SCIENCE MISTRESS for Botany, Elementary Physics and Chemistry, Mathematics. Degree or equivalent and Training essential. Games a recommendation. Commencing salary, £120. (2) MISTRESS for Junior Form Work and Needlework. Higher Froebel Certificate and Experience essential. Salary, £90-£100. Apply—HEAD MISTRESS.

HOLIDAY ENGAGEMENT.—

Hospitality offered, end July to September 10, in this beautiful town and interesting neighbourhood to experienced Coach (Lady). Mathematics especially for Girls entering London September Matriculation. Highest references given and required.—Rev. J. DARRAGH, Ramstraat 17, Utrecht, Holland.

LINCOLN DIOCESAN TRAINING COLLEGE.

A LECTURER is required in September next, specially qualified in Needlework and Handwork, and preferably with knowledge of Froebel methods. Apply—PRINCIPAL.

COUNTY BOROUGH OF BOOTLE EDUCATION COMMITTEE.

SECONDARY SCHOOL FOR GIRLS, BALLIOL ROAD, BOOTLE.

Head Mistress: Miss LYDIA TAYLOR, M.A.

Required, in September next, an ASSISTANT MISTRESS to take entire charge of the Science teaching of the School. Principal subjects: Botany and Zoology. Degree or equivalent essential. Should be willing to help with School games.

Initial salary £100, rising, by annual increments of £7. 10s., to £145, with an additional £10 for Secondary School Diploma. Allowance will be made for experience in Secondary Schools.

Applications, on forms obtainable from the Head Mistress, to be returned not later than July 14th.

J. HENRY FARMER,

Town Hall, Bootle.

Town Clerk.

22nd June, 1914.

CENTRAL FOUNDATION

GIRLS' SCHOOL.

Wanted, in September (in consequence of the appointment of the holder of the post as Head Mistress of the Harrow County School), MATHEMATICAL MISTRESS to take charge of a Form. Good degree and secondary experience essential. Salary L.C.C. scale. £120 to £230 for graduates. Initial salary according to experience. Write to HEAD MISTRESS, Spital Square, London, for application form, enclosing stamped and addressed envelope.

LIVERPOOL EDUCATION COMMITTEE.

HOLT SECONDARY SCHOOL FOR BOYS AND GIRLS.

Applications are invited for the post of ASSISTANT MISTRESS for French and General Form subjects at the above-named School, to commence in September next. Honours Degree in French and residence abroad essential. Experience desirable. Salary at the rate of £120 per annum.

Further details and forms of application may be obtained from JAMES G. LEGGE, Director of Education, 14 Sir Thomas Street, Liverpool, with whom applications, accompanied by a letter of application and copies of not less than three recent testimonials, must be lodged not later than Saturday, the 4th July, 1914.

EDWARD R. PICKMERE,

Clerk to the Local Education Authority.

22nd June, 1914.

PRESTON EDUCATION COMMITTEE.

THE PARK SCHOOL.

Wanted, in September, a FORM MISTRESS who can offer, among other subjects, Physics and Nature Study. Secondary training or experience essential.

Forms of application may be obtained from the DIRECTOR OF EDUCATION, 48 Lancaster Road, Preston.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

BINGLEY TRAINING COLLEGE.

Principal: Miss H. M. WOODHOUSE, M.A., D.Phil.

The West Riding Education Committee invite applications for the post of LECTURER IN GEOGRAPHY AND NATURE STUDY

at the Bingley Training College for a period of one year only, commencing in September next. Candidates must be women. Last date for the receipt of applications: 10th July.

Further particulars and forms of application may be obtained from the Education Department (Secondary Branch), County Hall, Wakefield.

BURNLEY EDUCATION COMMITTEE.

HIGH SCHOOL FOR GIRLS.

Principal—Miss L. J. WOOD, M.A.

Wanted, for September next, a JUNIOR SCIENCE MISTRESS, with subsidiary Geography and Arithmetic. Salary £100, rising, subject to satisfactory service, by annual automatic increases of £5 to £140.

Forms of application, which will be forwarded on receipt of stamped addressed foolscap envelope, to be returned to the undersigned not later than July 10, 1914.

A. R. PICKLES,

Town Hall, Burnley.

Director of Education.

ST. BRIDE'S SCHOOL, HELENSBURGH, N.B. (Girls' School Co., Ltd.).

Wanted, in September, thoroughly competent FRENCH MISTRESS, able to undertake advanced examination work. Preference to candidates holding degree of British University (or equivalent). Initial salary £120 to £130 (non-resident), according to qualifications and experience. Apply to the HEAD MISTRESS.

BATLEY EDUCATION COMMITTEE.

GIRLS' GRAMMAR SCHOOL.

Head Mistress: Miss D. L. BAKEWELL.

Wanted, a trained, qualified GYMNASIAC MISTRESS to teach Swedish and remedial Gymnastics. Games, Dancing, and Swimming, who will also be required to take Junior English or Mathematics, and should hold a certificate equivalent to the Matriculation Examination. Commencing salary £100 per annum. Applications (which must be on forms to be obtained from this office on receipt of a stamped addressed envelope) must reach me not later than Saturday, July 4, 1914.

G. R. H. DANBY, M.A. (Oxon).
Director of Education.

Education Offices, Batley.
June 24, 1914.

PORTSMOUTH EDUCATION COMMITTEE. (Higher Education.)

THE DAY TRAINING COLLEGE.

Principal—Miss E. L. WHITE, M.A.

APPOINTMENT OF LECTURER.

Applications are invited for the vacancy of LECTURER at the above-named College.

Candidates must hold a University Degree or its equivalent, and must be qualified to teach Geography and Mathematics on modern lines.

Salary £150 per annum, increasing, after approved service, by £10 per annum, to £170.

Further particulars and a copy of the application form may be obtained by forwarding immediately a stamped addressed foolscap envelope to the SECRETARY, at the Offices of the Committee, The Municipal College, Portsmouth.

REQUIRED, September, Resident

MISTRESS. Principal subjects: English, History, Literature and Geography to Junior Cambridge Standard. Experience preferred. Church of England. Apply, stating salary—PRINCIPALS, Cranford House, Westbury-on-Trym, Bristol.

BRADFORD GIRLS' GRAMMAR

SCHOOL.—Wanted, in September, MISTRESSES for (1) Cookery and Needlework. (2) Art. (3) Geography.—Apply to the HEAD MISTRESS stating age, qualifications and salary required.

DAILY GOVERNESS required

(Lancs). Girls—11, 15. Thorough English, fluent French, German, Music, Drawing. £90 to £100.—HOOPERS', 13 Regent Street, London. Many resident vacancies. No booking fee. Stamp. Established 1881.

AUSTRALIA.—Christian Gentle-

woman required as FINISHING GOVERNESS. Girls 16, 17. Good Music, Languages. £90 to £100. Expenses paid. Two years' agreement. Travel with family.—HOOPERS', 13 Regent Street, London. No booking fee. Stamp.

TWO ENGLISH MISTRESSES

required. Good School. Share subjects—French, Geography, Botany, Nature Study. £40 to £50.—HOOPERS', 13 Regent Street, London. Other vacancies. No booking fee. Stamp. Established 1881.

SCHOOL VACANCIES.—(Kent)

English, with Degree. Mathematics, French. £60.—(Lancs) Prepare for Oxford Senior. German desirable. £45 to £60.—(Suffolk) Kindergarten, Musical Drill. £35.—(Norfolk) Music, Piano, Violin. £40.—HOOPERS', 13 Regent Street, London. No booking fee. Stamp.

STUDENT-MISTRESS (resident).

Girl about 16 desiring to matriculate can be received in good School near London. Excellent opportunities for study. Small premium.—B., 79 Palmerston Road, Bowes Park, N.

WANTED, in September,

MATHEMATICAL MISTRESS. Degree and training or experience essential. Latin and Games an advantage. Applications, with testimonials, to be sent as soon as possible to the HEAD MISTRESS, High School for Girls, Dudley.

REQUIRED, September, Non-

resident FORM MISTRESS. Chief subjects: Geography, Botany to Matriculation standard. School experience. Salary according to qualifications. Apply—HEAD MISTRESS, High School, Ltd., Sidcup, Kent.

HISTORY MISTRESS, with one

or two other subjects, required in September. Salary £110 to £130.—HEAD MISTRESS, Bournemouth High School.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH AND GENERAL VACANCIES.

Senior English Mistress for History, Religious instruction, and English Literature. Graduate desired. Churchwoman. Experienced and good organizer. Salary £90 to £100 resident.—No. 089.

British Columbia.—Senior Assistant Mistress able to teach English, French, and German. Salary £120 resident. Passage paid on three years' engagement.—No. 016.

Mistress to take Drill and Drawing throughout the School. Arithmetic and English subjects with Junior Forms. Important School. Salary £100 non-resident.—No. 024.

Assistant Mistress for English, Literature, History, Latin, &c. Graduate or Inter. Arts looked for. Churchwoman. Salary £60 to £80 resident.—No. 095.

Mistress for Junior Forms. General English and elementary Mathematics. Graduate or equivalent looked for. Commencing salary £100 non-resident.—No. 969.

Graduate for Latin, Mathematics, English, French, and German. Churchwoman. High-class School in Surrey. £70 resident.—No. 973.

Lecturer in Day Training College. Geography and Mathematics on modern lines. Graduate essential. Experienced. Commencing salary £150 non-res.—No. 041.

Canada.—Senior English Mistress for English, History, Latin, &c. Salary £90 resident. £20 passage money allowed.—No. 067.

Form Mistress (experienced) for good History and Geography. Other subjects desirable. Salary £110 non-resident. High School.—No. 998.

Assistant Mistress for Mathematics, Modern Geography, English, elementary Latin and Science. Churchwoman. First-class School in London. Salary £60 to £70 resident.—No. 091.

S. Africa.—Mistress to take a Form in the Middle School. Ordinary English and Arithmetic and good Botany up to Matriculation standard. Commencing salary £90 resident.—No. 008.

Assistant Mistress for general Form work, with special qualifications in French and English. Graduate preferred. Mixed School. Commencing salary £110 resident.—No. 995.

Mistress for Modern Geography and English Grammar up to Senior Cambridge standard. Churchwoman. Salary up to £60 resident. High-class School at Seaside.—No. 060.

Assistant Mistress for English and History. Latin and Drawing a recommendation. Salary £90 non-resident. County Secondary School.—No. 099.

Senior Mistress for History and French. English, Drill, and Needlework a recommendation. Endowed Grammar School. Commencing salary £100 to £110 non-res.—No. 019.

Assistant Mistress for English, Arithmetic, Scripture, &c. University woman desirable. Large middle-class Boarding School near London. Salary £55 resident.—No. 078.

Mistress for Mathematics to Senior Cambridge standard. Scripture and English, Games. Salary about £55 resident.—No. 116.

Two Assistant Mistresses to take between them Mathematics, Geography, French, Latin, and some elementary Science up to Senior Oxford or Matriculation standard. University

ENGLISH AND GENERAL VACANCIES (continued).

women preferred. Salaries in each case about £50 resident.—No. 111.

Mistress for English, French, and History Endowed Grammar School. Graduate desired. Fair salary.—No. 113.

Shanghai.—Two Mistresses for general subjects. Public Secondary School. Passage paid. Full details on application.—No. 102.

Head Teacher for Private School. English, Mathematics, Modern Geography, Botany, and some Latin. Graduate desired. Church of England. Salary £65 resident.—No. 118.

House Mistress for first-class School near London. Good salary.—No. 028.

Mistress for College near London, to take Literature, Mathematics, History, and Nature Study, &c. Good references essential. Salary £70 resident.—No. 797.

22 Mistresses for general Form subjects for good Schools. Salaries about £50 to £55 resident. Experience, in most cases, desired.

SCIENCE AND MATHEMATICAL VACANCIES.

Mistress for Botany and Hygiene. Endowed School near London. Salary £100 to £110 resident, or £120 to £130 non-resident.—No. 009.

Canada.—Mistress for Mathematics, Arithmetic, some Physics and Chemistry. Salary £90 resident. £20 allowed for passage.—No. 068.

Mistress to take Science throughout the School. Chemistry, elementary Physics, and Botany; assist with elementary English. Salary £110 non-resident.—No. 115.

Graduate for Botany and Mathematics. Some experience or training. County Intermediate School. Salary £120 non-resident.—No. 077.

Mistress for Chemistry, Botany, Physics, and Geography. Churchwoman. High-class School near London. Salary £70 resident.—No. 059.

Teacher of Agriculture and Chemistry. County Intermediate School. Commencing salary £100 non-resident.—No. 965.

Mistress for Physics, Chemistry, Botany, and junior Mathematics. Graduate looked for. School in Edinburgh. Commencing salary £60 to £70 resident.—No. 002.

Graduate for advanced Botany and Physics. County School. Salary £105 non-res.—No. 084.

MODERN LANGUAGE VACANCIES.

Well qualified Modern Language Mistress for French and German. Botany, Nature Study, or Geometry would be a recommendation. Fair salary resident. High-class School at Seaside.—No. 040.

English Lady who has specialized in the French language. Games desirable. Good School in London. Fair salary, resident.—No. 013.

Mistress for good French. German, some English, or Needlework a recommendation. Small Day School. Salary £50 resident.—No. 011.

ART VACANCIES.

Mistress for good Drawing and Painting. Some experience in teaching. Salary about £60 resident. High-class School in Kent.—No. 978.

ART VACANCIES (continued).

Canada.—Mistress to take Drawing and Painting (Ablett's System) and some English subjects. Salary to be arranged.—No. 069.

Mistress with Teacher-Artist Certificate. Also able to take some junior English and French. Salary about £45 resident.—No. 919.

MUSIC VACANCIES.

Well-qualified Music Mistress who has a good knowledge of the Violin. Good teacher essential. There are three Music Mistresses in the School. Salary about £60 resident.—No. 651.

L.R.A.M. or equivalent for good Music and Class Singing. Matthey Method or training preferred. Salary £50 resident.—No. 047.

Mistress for good Music. Drill and Games a recommendation. First-class School at Seaside. Fair salary resident.—No. 027.

Mistress for Piano, Theory, Harmony, and Part Singing. Some English. Good-class School in Ireland. Salary about £50 resident.—No. 989.

Mistress able to prepare pupils for Advanced Grade of R.A.M. and R.C.M. Centre. Class Singing. Some knowledge of Violin a recommendation. Salary £50 resident. School in Scotland.—No. 913.

L.R.A.M. or A.R.C.M. with experience in Boarding School, to take Piano, Theory, and Harmony. Churchwoman. Salary about £50 resident.

Mistress for good Music. Trained preferred. Fair salary resident. London School.—No. 012.

Mistress for Piano, Harmony, Theory, Solo and Class Singing. Fair salary resident. High-class School at Seaside.—No. 908.

KINDERGARTEN VACANCIES.

Experienced and well qualified Mistress for High School. Salary £100 non-resident.—No. 097.

Mistress for Training College in the North of England. Salary about £80 resident.—No. 088.

Mistress for high-class School in Hertfordshire. Salary about £60 resident.—No. 079.

Three Non-resident Mistresses for general Kindergarten subjects. Certificated Teachers desired. Salaries £140, £85, and £80 respectively.—Nos. 741, 023, and 114.

India.—Highly qualified Mistress for well known School. Salary £120 resident.—No. 005.

Resident Mistress for Kindergarten subjects and Drill. Salary £60 resident.—No. 993.

Two generally well qualified **Mistresses.** Salaries £50 respectively resident.—Nos. 960 and 912.

GYMNASTIC VACANCIES.

Five Trained and well qualified **Physical Training Mistresses** for good Schools. One non-resident at £110, two resident at £70; also two resident at salaries of about £50 respectively.

TECHNICAL VACANCIES.

Two Resident Teachers required. Generally well qualified in Domestic Science subjects. Fair salaries. Also one non-resident for County School. Salary £90.

250 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses. Numerous posts for Mistresses asking £25 to £35 resident.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 468 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**
Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

WANTED, in September, GYM-NASTIC MISTRESS to teach Swedish Gymnastics, Dancing, and Games in Schools and Training College (Educational and Theoretical). Experience essential. Non-resident, £120 or more, according to experience. Only Madame Osterberg Students need apply. Apply—The PRINCIPAL, Swedish Gymnasium, Cambridge.

BARNESLEY HIGH SCHOOL.—Wanted, in September, an ASSISTANT MISTRESS to teach History throughout the School and some English. Degree essential: experience desirable. Salary from £110. Apply direct to the HEAD MISTRESS.

GIRLS' SECONDARY SCHOOL, TROWBRIDGE.—Wanted, for September, GRADUATE IN SCIENCE to teach Mathematics, Botany, Physics, and Chemistry. Games desirable, but not essential. Initial salary £100 per annum, rising by annual increments to £130. Apply at once to the HEAD MISTRESS.

SUTTON HIGH SCHOOL, G.P.D.S.T.—Required, in September, MISTRESS for Swedish Drill. Experience essential. Apply—HEAD MISTRESS.

ANY Lady of experience wishing to take over an old-established good-class GIRLS' DAY and BOARDING SCHOOL should communicate with Advertiser. Absolutely sound and reliable. Address—No. 9,776.*

RESIDENT ASSISTANT MISTRESS, with Degree or equivalent, wanted in September. Subjects: Mathematics, Botany, English, and possibly Latin. State experience, age, and salary required. Address—No. 9,784.*

A STUDENT-TEACHER wanted in good School. One able to assist with junior Music and English. Preparation given for I.R.A.M. or Higher Local Examination. Apply, stating age, &c. Address—No. 9,785.*

WANTED, in September, in a London Public School a MISTRESS to teach Mathematics and Latin and to supervise Games. Resident. Address—No. 9,808.*

WANTED, in September, in Girls' School of highest class near London, (1) HOUSEKEEPER, young, energetic and methodical. (2) GERMAN MISTRESS, North German by birth, to teach her own language and Junior French. (3) HOUSE MISTRESS, to teach needlework, and supervise girls out of school hours. Good salaries. Apply, with full particulars of training and experience and copies of testimonials to Address—No. 9,810.*

REQUIRED in September, Resident ENGLISH MISTRESS to take a position of responsibility in a High-class Boarding School for Girls. Must be a Communicant Member of the Church of England. Not under 30 years of age. Subjects: History, Geography, English Language and Literature, Scripture, some Arithmetic. Experience and some good qualifications necessary. Address—No. 9,817.*

REQUIRED, in September, for good School in West of England (1) KINDERGARTEN MISTRESS. Fully trained, Musical. (2) SWEDISH GYMNASIUM and GAMES MISTRESS. Good dancing essential. Kindergarten Student required also. Premium. Address—No. 9,828.*

WANTED, in September (Private School, Hampstead), Non-resident ASSISTANT MISTRESS. Subjects: English, Mathematics, some Classics, and Games. Degree essential and some experience desirable. Salary from £110. Address—No. 9,829.*

WILL any Lady Principal kindly recommend for South Coast School a reliable, experienced SENIOR ENGLISH MISTRESS? Must offer thorough German or Games. Discipline and good influence more valued than high certificates. Churchwoman. Lady by birth. Address—No. 9,832.*

SURREY EDUCATION COMMITTEE.

PURLEY COUNTY SECONDARY DAY SCHOOL FOR BOYS.

APPOINTMENT OF ASSISTANT MASTERS. Applications are invited for the following appointments at the above-named School, which is to be opened in the Autumn Term, 1914:—

(1) **SECOND MASTER.**—Principal subjects: Classics and English. Must be a graduate in Classics of a British University. Commencing salary up to £175 per annum (to be fixed according to the Scale of the Surrey Education Committee, and the extent of previous teaching experience) rising, by annual increments of £7 10s., to a maximum salary of £250.

(2) **FORM MASTER.**—Principal Subjects: Mathematics and Science. Must be a graduate in Science of a British University. Class Singing and Physical Drill a recommendation. Commencing salary up to £145 per annum (to be fixed according to the Scale of the Surrey Education Committee, and the extent of previous teaching experience), rising, by annual increments of £7 10s., to a maximum of £250.

(3) **FORM MASTER.**—Principal subject: Modern Languages. Must be a graduate in Arts of a British University. Class Singing and Physical Drill a recommendation. Commencing salary up to £145 per annum (to be fixed according to the Scale of the Surrey Education Committee, and the extent of previous teaching experience) rising, by annual increments of £7 10s., to a maximum salary of £250.

Applications must be made on the official form, which may be obtained from the undersigned, to whom the forms duly completed must be returned not later than noon on July 18th, 1914.

JOHN E. YOUNGHUSBAND,

Acting Clerk to the Governors.

County Education Office,
Kingston-on-Thames.

MERCHANT TAYLORS

SCHOOL FOR GIRLS, Great Crosby, Liverpool.—SCIENCE MISTRESS required in September. Degree essential. Special subjects: Botany and Geography. Applications to be sent to the HEAD MISTRESS.

BRADFORD EDUCATION COMMITTEE.

Two ASSISTANT MISTRESSES are required—(1) **CARLTON STREET GIRLS' SECONDARY SCHOOL.**—Qualifications required: Arts Degree, Senior History, Latin and Hockey.

(2) **HANSON GIRLS' SECONDARY SCHOOL.** Special Qualifications in Needlework, and able to act as Lower Form Mistress. Singing a recommendation. Salary according to qualifications and experience.

Applications on Forms, to be obtained from this Office, to be sent in to the Director of Education at once.—By Order, Education Office, Town Hall, Bradford, 23rd June, 1914.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

Wanted, two Resident ASSISTANT MISTRESSES:

1. To begin work in August: **FORM MISTRESS** for the Middle School. General English subjects and Arithmetic to Middle Forms with Botany to Matriculation Standard. Salary £90, £100, and £110 in three successive years.

2. To begin work in October: **GYMNASTIC AND GAMES MISTRESS.** Swedish training and good Dancing. Salary £80, £90, £100 in three successive years.

Board and residence during holidays if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, with copies of testimonials, names of personal referees, and full particulars as to age, religious denomination, qualifications, and experience to Mrs. STEWART, M.A., 14 Calton Street, Edinburgh.

RESIDENT MODERN LANGUAGE and MUSIC MISTRESSES

required in September. Also a Mistress to take Botany and Games. Apply—Miss PARKER GRAY, Abbotsford, Broadstairs.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

LEICESTERSHIRE EDUCATION COMMITTEE.

COUNTY GRAMMAR SCHOOL OF KING EDWARD VII, COALVILLE.

Wanted, for next term at the above School (mixed) an experienced **SECOND MISTRESS.** Principal subjects: English and History. Subsidiary: French, Drill, Needlework, Class Singing. Commencing salary £130 per annum.

Applications to be sent to the Head Master—Dr. LLOYD STORR-BEST, The Grammar School, Coalville, Leicester.

BATTERSEA POLYTECHNIC, S.W.

DOMESTIC SCIENCE DEPARTMENT.

The Governing Body require the services of a Part-time ASSISTANT to undertake Experimental Science Classes dealing with Household Management. Teaching experience and Science Degree or equivalent essential. Salary £100.

For full particulars send stamped addressed envelope to the SECRETARY.

BATTERSEA POLYTECHNIC, LONDON, S.W.

HEAD OF PHYSICAL TRAINING DEPARTMENT FOR WOMEN.

The Governing Body have revised the conditions of the above appointment, and offer a Salary of £250, rising by £10 per annum to £300.

For particulars send stamped addressed envelope to the SECRETARY.

FIRST-RATE MUSIC MISTRESS

(Resident) required in good School near London, to teach Pianoforte and Class Singing. Address—No. 9,814.*

GYMNASTICS AND GAMES

MISTRESS required (Resident), in Clergy Daughter's School, in September. Age not under 26. Able to teach Dancing and Swimming. Salary, £65 to £80, according to experience. Address—No. 9,825.*

WELL educated French girl wanted,

in September, "au pair," in good School, near London. Board, residence, laundry, and lessons in English given in exchange for French lessons. Address—No. 9,834.*

REQUIRED, in high-class German

Boarding School, young English PUPIL TEACHER, "au pair." No salary. Apply to Frau Stiftsbehrin v. CIRIAC-WANTRUP, Stift Keppel, Kreis Siegen, Westfalen, Germany.

THE Glasgow Society for Women's

Suffrage (National Union) wishes an experienced ORGANIZER (Lady) for the end of August. Please apply by letter, stating experience and salary expected, to—SECRETARY, Suffrage Offices, 202 Hope Street, Glasgow.

SIMON LANGTON SCHOOL

FOR GIRLS, CANTERBURY.—Wanted, in September, (1) KINDERGARTEN MISTRESS. Higher Froebel Certificate, Maria Grey training preferred. Several years' experience in good Secondary School essential. (2) DRILL and GAMES MISTRESS. Training and experience essential. Initial salary in each case £110. Apply—The HEAD MISTRESS.

RHONDDA COUNTY SCHOOL

FOR GIRLS, PORTH.—Wanted, for September, a MISTRESS FOR DOMESTIC ARTS. Must have first-class diplomas and at least three years' experience. Salary £110 to £120. Applications to be sent to the HEAD MISTRESS by July 16th.

MUSIC MISTRESS (Resident).

High-class Boarding School. Wanted, for September, to take Piano, Class Singing, Theory. Some German experience. Age about 25. Salary £45 and laundry. Address—No. 9,821.*

HOLIDAY COURSES,

See pages 459, 460, and 461.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,

SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for September should apply *without delay* to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a large number of AUTUMN TERM VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

Senior English Mistress for Public Secondary School in the Midlands, to teach general English subjects. Degree or equivalent and good experience. Res. £90 to £110.—A 42915.

Lower Form Mistress for large Public Day School in West of England, to teach general English subjects, with Nature Study and Arithmetic, to children from 8 to 12. Higher Local Honours or equivalent, and training essential. Non-res. £100.—A 41751.

History Mistress for London Public Day School, with some English or Latin. A lady not under 27, with Honours Degree or equivalent and good experience. Non-res. post, good salary.—A 42182.

Senior Mistress for Public High School in the North of England, to teach English Language and Literature. Good Degree and experience essential. Non-res. £130.—A 42325.

History and English Mistress for first-class Boarding and Day School near London. Good Degree or equivalent, with experience or training. Non-res. from £105 with partial board.—A 41819.

English Lecturer for Elementary Training College in South-West of England, to teach English or English and French. Degree and training essential. Res. £70 to £80.—A 41840.

Senior Mistress for high-class Private School in Home Counties, to teach History and Scripture. Good qualifications and experience and Churchwoman essential. Res. £80 to £90 or more.—A 42662.

Geography Mistress for important Public School in Home Counties. Good qualifications. Res. or non-res. adequate salary.—A 41658.

Fourth Form Mistress for high-class Private School in Midlands, to teach Arithmetic throughout the School, with some Mathematics and Latin. Good qualifications and experience in a high-class school essential. Res. £80 to £90 or more.—A 42899.

Middle School Mistress for Private School in British Columbia, to teach the usual English subjects with either Music or Art. Res. £100 and passage.—A 42789.

Assistant Mistress to teach Geography and History in Public High School in the North of England. Degree or Geography Diploma and experience essential. Non-res. £120 to £130.—A 42326.

Senior Mistress for high-class Boarding and Day School on East Coast, to teach English subjects, with some Mathematics and Latin. Experience in examination work essential. Res. £50.—A 42564.

MODERN LANGUAGE MISTRESSES.

Senior Modern Language Mistress for large Public Day School in London, to organize the teaching of French and German throughout the School. Good degree, residence abroad, and experience essential. Non-res. £140, increasing.—A 40316.

Senior French Mistress for large Public Day School in the West of England. Honours Degree, experience and residence abroad, with knowledge of Phonetics essential. Non-res. £150, increasing to £170.—A 42083.

MODERN LANGUAGE MISTRESSES—continued.

Assistant Mistress for County Secondary School on the South Coast, to teach French and Latin. Experience and residence abroad essential. Non-res. £110 to £120.—A 42917.

Modern Languages Mistress for Church of England High School in North of England, to teach French and German. Degree or French Diploma, residence abroad, and experience or training. Churchwoman. Non-res. £105.—A 42344.

Second French Mistress for important Church of England Public School in the Home Counties. Good qualifications, residence abroad and Churchwoman. Res. £70 to £80, or might be made non-resident.—A 42928.

MATHEMATICAL AND SCIENCE MISTRESSES.

Mathematical Mistress for high-class Private School in Home Counties. Higher Local or Inter. Arts Examination and experience essential. Res. from £60.—A 42396.

Mathematical Mistress for important Public Boarding and Day School in Home Counties. Honours Degree or equivalent and experience essential. Non-res. £120 to £130.—A 42588.

Science Mistress for Public Secondary School in Eastern Counties, to teach Botany and General Elementary Science. Non-res. £110 to £120.—A 42707.

Science Mistress for large and important School on the South Coast, to teach Physiology and Hygiene, Chemistry and Zoology. Res. £70 to £81.—A 42395.

Science Mistress for important Church of England High School in London, to teach Botany, Nature Study, with Physiology and Hygiene. Good qualifications, experience, and Churchwoman essential. Non-res. £110 to £115.—A 41876.

KINDERGARTEN MISTRESSES.

Kindergarten Mistress for large Private Boarding and Day School in the Midlands, to prepare students for Part II of the Higher N.F.U. Certificate and supervise all the work of the Kindergarten, Transition, and Form I. Experience and organizing ability essential. Res. £60 to £65 increasing.—A 42732.

Senior Kindergarten Mistress able to train students for important Public Boarding School in Home Counties. Good qualifications and experience essential. Res. about £70.—A 41716.

Kindergarten Mistress for Training College for Elementary Teachers in North of England. Higher N.F.U. Certificate and first-rate experience essential. Res. £80 or more.—A 42891.

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typical hour given in the Fifth Form to boys of about twelve years old will show the excellence of this method. The passage discussed was the last part of that terrible and dramatic description from "Les Misérables" of the engulfment of a man in the quicksands.

Le voilà dans le sable jusqu'au ventre ; le sable atteint la poitrine ; il n'est plus qu'un buste. Il élève les mains, jette des gémissements furieux, crispe ses ongles sur la grève, veut se retenir à cette cendre, s'appuie sur les coudes pour s'arracher à cette gaine molle, sanglote frénétiquement ; le sable monte. Le sable atteint les épaules ; le sable atteint le cou. La face seule est visible maintenant. La bouche crie, le sable l'emplit ; silence. Les yeux regardent encore, le sable les ferme ; nuit. Puis le front décroît, un peu de chevelure frissonne au-dessus du sable ; une main sort, troue la surface de la grève, remue et s'agite, et disparaît. Sinistre effacement d'un homme.

First, the boys had to read the passage aloud, for the master regards good reading as the most essential part of an explanation. Most of them read with expression, but all were criticized. One boy read the passage too monotonously. The master explained that the incidents from "il élève les mains" to "sanglote frénétiquement" form a progression. The man is becoming wilder and wilder, and the voice must be raised to express increasing desperation. "Then," said the master, "you must let the voice sink until the word *silence* is reached. If you have read the passage well, you will not have to speak this word at all, only to shape your mouth to it. Everybody will know what is coming ; they will all be waiting for the only possible word that could close the gradation. You must pronounce *le sable* in a slow and measured tone. The continued repetition of these two words gives an impression of inexorability that is often produced by monotony. Inexorable time is measured by the monotonous beats of the pendulum."

"We may compare the life of this man to a flame burning high on the sands. It sinks gradually, but flares up from time to time. The man's last look is the last spurt of flame. You must lengthen out *encore* in 'les yeux regardent encore,' in order that we may feel how the eyes are vainly searching the horizon for help. If we consider the passage 'Les yeux regardent encore, le sable les ferme ; nuit,' we shall see that these wonderful periods are stages in the life of a man. Each clause is shorter than the one before, according as less life remains above the sands, according as the flame sinks and is extinguished in the single word *nuit*."

When the boys had read the passage, the master illustrated his remarks by a perfect reading of it. Then followed a detailed analysis, from which a few points are given, the question and answer form being dropped, for the sake of shortness. The boys had to point out the emphatic words of each sentence. In the first clause *le voilà* and *ventre* are the most important words. *Le voilà* transports us to the Norman quicksand, and the whole scene takes place before our eyes. In a similar way Victor Hugo closes "Les Pauvres Gens," a poem in "La Légende des Siècles," by showing us two sleeping children. "Tiens, dit-elle, en ouvrant les rideaux, les voilà." *Ventre* explains the stage which the action has reached.

"Il élève les mains." The raised hands are signals of distress to a possible rescuer, and at the same time the expression of an impulse to keep as much as possible above the terrible sand. The man feels that, even if his head were covered, he could still live by his hands.

"Jette des gémissements furieux." *Gémissements* is the important word. A groan in contrast to a yell—the word *hurlements* had been used in a previous sentence—is a dull, despairing sound. Exhaustion has set in.

"Crispe ses ongles." The last effort of a man who is struggling for life. *Crisper* has the same root as the Latin *crispus*, which gives *frisé* (curly) in French. "Crisper les doigts" means to turn the fingers so as to resemble curly hair. The boys give other words with the same root—*crispation*, *le crépe*, *crépé*, *crépu*, and the connexion between them is explained.

"Veut se retenir à cette cendre." The effect of this sentence lies in the antithesis between *se retenir* and *cendre*.

"Sanglote frénétiquement." *Sanglote* marks a new stage in the action. A sob is hardly audible in comparison with a groan or a yell. A boy was asked to explain the exact sense of *frénétiquement*. He had to go to the board and write down a ladder of adjectives, each of which expresses a more violent degree of movement than the last. *Prompt, vif, violent, brutal, emporté, furieux, frénétique* was the result. *Frénétique* gives the most rapid and ill regulated degree of movement, akin to madness.

The analysis was continued on the same lines ; but enough has probably been given to show that the aim of the method is the comprehension of fine shades of meaning, of clever word placing, of the value of figures of speech ; in short, of the architecture of language. A knowledge of literature is subsidiary to this aim.

The point of view is illustrated by an incident. A Government circular on the dangers of consumption and on the precautions to be taken against it by the boys was brought to the form master. Finding it excellent French, he devoted the hour to its analysis.

This kind of criticism is the best mental training, and has a high practical value. It enables boys to distinguish thoughtful eloquence from platform oratory, the touches of poetic imagination from rhetorical ornament, and helps them to express their thoughts simply, clearly, and gracefully.

The effect of this teaching is seen in the French compositions that are written in the lower classes. On one occasion the same form master gave his boys a short outline of the arrival of a travelling acrobat in a village. They had to write the story in their best French, filling in the setting and the details from their experience or imagination. Most of the results were remarkable for clearness and simplicity of style. Many boys had evidently seen the acrobat's cart. Keen observation is responsible for the following description:—

La voiture était petite pour loger tout ce monde, ses petites perrières ne tenaient plus, le toit était troué en maints endroits. La porte, à laquelle il manquait un battant, restait ouverte à tous les vents. Le cheval, attaché à un platane non loin de la roulotte, faisait peine à voir ; ses os saillaient sur son dos et l'on voyait qu'il n'en pouvait plus.

Another boy writes in a more developed style ; he has evidently profited from his French reading :

Seule une roulotte, trainée par un vieux cheval, écopé et maigre, dont chaque pas semble être le dernier, s'avance lentement et grince lamentablement. Derrière ce triste attelage marchait d'un air morne et las une femme et des enfants nus pieds.

The conclusion of the story, which is quite wonderful for a boy of thirteen, shows the beginnings of psychological analysis :

Quand le soleil pâlit, et que les laboureurs, la pioche et la pelle sur l'épaule, reviennent des champs en devisant gaiement, le saltimbanque va prendre son vieux tambour, puis il s'en va tristement faire l'annonce du spectacle en pensant aux déceptions si fréquentes qui l'attendent ce soir. Sa famille habillée de ses défraîchies de représentation, est maintenant réunie au complet autour de la marmite et mange en silence le maigre repas. Triste préparatif pour une soirée de travail.

The last sentence, slightly emended to "Tristes préparatifs d'une soirée de travail," would have made a perfect ending. May it not have been inspired by Victor Hugo's "Sinistre effacement d'un homme" in the passage read by the boys a few weeks before ?

In the higher classes the temperaments of authors are examined by an analysis of their work, and they are classified into different schools. As it is impossible to read even the most important books of many authors, extracts characteristic of their style are discussed once or twice a week. The master gives a short account of the life of an author, and explains, with reference to a few extracts, his mental characteristics and the action and reaction between his ideas and those of his time. This method can easily degenerate into cramming, for the boy, having no real knowledge of the author, must take on trust much that the master says. A teacher who has a thorough knowledge of Mme de Sévigné can easily show, from a single passage, her love of Nature,

her affectionate disposition, her keen observation and powers of realistic description, but the boy cannot form a sound opinion of her temperament from a few carefully chosen extracts.

But the judicious use of the book of selected extracts does not impair the claim of French literary criticism to be a splendid logical training. That it may become hard and cold, however, is a danger inherent in the difficulty of producing enthusiasm in boys by rigid analysis. As the aim is to get at a writer's brain by dissection, sympathy and enthusiasm for a particular author is discouraged, and indifference is often the result. Many Englishmen's interest in literature dates from calf loves contracted at school, which no amount of unbiased analysis could have replaced.

The analytical school of French literary criticism is well represented by M. Lanson, who can distil the quintessence of any writer with diabolical skill, but is apparently indifferent to all. The best English critics, however, from Lamb to Chesterton, are full of prejudice and violence and power to inspire us with love for their favourites. Another danger in French education is the passion for abstract and general ideas, that helps us to explain the difference between English and French institutions. It explains "The Rights of Man," and the abstract and general principles of liberty, equality, and fraternity proclaimed by the Convention. How different were Cromwell's local and concrete reforms! It explains the universal nature of French literature. Anybody who knows French can understand Rostand's "Cyrano de Bergerac," or a novel by Anatole France; but "Kipps" and "Candida" are national and concrete. They require an intimate knowledge of English life. The French *lycées* to-day are managed on general principles. Each boarder receives a weighed portion of meat for dinner without reference to his particular appetite. Similar ideas inspire the teaching. In the Seventh Form, for example, "instruction civique," including "le sens des mots *citoyen, soldat, armée, patrie, commune, canton, département, nation*, et les idées morales qui s'y rattachent," is given to boys of ten and eleven years old. In the Fourth Form philosophical notions are explained to boys of thirteen. On one occasion the exact meanings of the words *pensée, image, idée* were discussed. Perhaps this teaching partly accounts for the good grasp of general principles possessed by many French boys. A premature introduction of abstract ideas into teaching is, however, most dangerous, as can be seen from the essays in the higher classes, which often form a sad contrast to the excellent little compositions already mentioned.

In Germany, however, there is a hopeful movement for leaving the choice of subjects to the boys. The German reformers do not set a theme to the whole class, but encourage the boys to write, whenever they are in the mood, on things that they have seen and been impressed by, or on subjects in which they are interested.

This system is said to work almost too well; the teacher is flooded with stories and essays to correct, of which an interesting collection is given in Jensen and Lamszus' "Der Weg zum eigenen Stil" (Alfred Janssen, Berlin). Most of the subjects are taken from everyday life: A Visit to the Dentist's, Washing Day, The Orange Woman. Though faults of grammar are not uncommon, nearly all the compositions are refreshing for their simplicity and realism. One boy gives us a faultless description of a house painter at work, of which a great novelist could be proud; another a charming conversation in dialect across a shop counter. A few of the older boys, who are interested in books and theories, put their ideas into good prose without padding or sententiousness. The contrast between German and French methods of teaching is the result of fundamentally different points of view on education. The best German teaching, with its passion for *Anschaulichkeit*, considers boys as temporarily complete. The fields of interest and experience at particular ages may be compared to concentric circles of varying radii. Nothing must be taught a boy that is outside the scope of his comprehension at the time. In France boys are regarded as imperfect beings, whose minds are like a spiral ending in

manhood. The best teaching, a little beyond their comprehension, accelerates the curvature of the spiral and makes them men as quickly as possible.

This study of literary teaching must be completed by a glance at the teacher himself. The French teacher of literature is generally far better fitted for his task than his English colleague. He has given more time to the study of his native language, and he realizes that literature is perhaps the most valuable and certainly the most difficult subject in education. In England literature is not taken too seriously. It is taken for granted that a classical man can teach it; in his absence it may be entrusted to the teacher of geography or geometrical drawing. None the less, our literature, at once so concrete and so fairly like, is essentially fascinating to boys. Many an underpaid and overworked master has taught it with love, and been rewarded by enthusiasm.

Without fear we may assert that, if four or five hours a week were given to English in schools, if English teachers had a thorough knowledge of their language, of its literature, and of the methods of teaching it: if they borrowed some of the French theories of literary analysis, avoided the dangers of excessive abstraction, and added love to their work; if, finally, examinations were constructed which abolished the necessity for cramming by testing critical ability and powers of self-expression rather than a knowledge of facts, English would become the most valuable and interesting subject in education.

ASSOCIATION OF HEAD MISTRESSES.

THE fortieth Annual Conference was held at the Redland Hill School, Clifton, on Friday and Saturday, June 12 and 13, by invitation of the Head Mistress, Miss E. Shekleton. Over 200 members attended. The afternoon of Friday was occupied with private business and the reception and adoption of reports of representatives and sub-committees. Miss GADESSEN moved a resolution welcoming the Report of the Departmental Committee on the Superannuation of Teachers, affirming that the pension therein proposed would prove of the greatest importance in organizing a national service of education, and urging the Government to lose no time in giving administrative effect to the scheme recommended.

Report of the Royal Commission on the Civil Service.

The following resolutions were proposed by Miss OLDHAM (Stratford Hill High School) and seconded by Mrs. BRYANT:—

1. That this Conference regrets the decision of the Royal Commission on the Civil Service to recommend—(a) the exclusion of women from the competition for higher posts (Class I examination); (b) the maintenance of the hard-and-fast rules as to (i) compulsory retirement in all cases on marriage, (ii) the segregation of women employed in Government Departments, (iii) rigid differentiation between the classes of Women Typists and Women Clerks.
2. The Conference also dissents from the statement that women are inferior to men in (a) power of sustained work, (b) adaptability to varying conditions of service, (c) continuity of service, save in so far as compulsory retirement on marriage (affecting only 3 per cent. of Civil Service women annually) renders continuity of service impossible.

The resolutions were supported by Miss BURSTALL (Manchester), Miss HANBIDGE (London), and other speakers. An amendment moved by Miss FAITHFULL (Cheltenham), expressing appreciation of the Commissioners' consideration for the work of women, and hoping that the case of married women would be treated individually, was lost, and the resolutions were carried with the deletion of the clauses referring to the inferiority of the work of women.

In the evening there was a Reception at the University of Bristol.

SATURDAY.

The PRESIDENT desired to give the Conference an opportunity of correcting the false impression conveyed by the vote of yesterday deleting those sections of the resolutions which challenged the Report of the Commission as regards the inferiority of women's work. Those who had voted in favour of the omission did so, not because they agreed with the report, but because they wished some positive statement substituted.

A resolution was then brought forward by Miss OLDHAM, and car-

ried unanimously, affirming that at present there were not sufficient data for a comparison, as women were not admitted to the higher posts of responsibility, and in the mechanical work allotted to them they had little scope for showing their capacity.

Miss ROBERTSON then gave her Presidential Address :—

What I purpose to do this morning is to take the most important happenings of the last year, and to try to set them in what appears to me to be their true perspective.

Local Associations.

For our Association the most important event has been the formation and recognition of local associations, to be henceforth an integral part of our organization.

The Teachers' Registration Council.

The establishment of the Teachers' Registration Council marks an era in English educational history. It is not only that it will give us before long a Register of men and women definitely acknowledged as qualified to teach, but that the making of the Register has been entrusted to teachers themselves, and that we may hope to see evolved a self-governing profession whose diversity should act as a wholesome antidote to professional narrowness. Can the profession rise to its opportunity? Is there a desire for unity and co-operation, or is the idea of unity a mere delusion, to be laid aside save on ceremonial occasions when conventional politeness demands that courteous words of little meaning should be used to conceal our divisions? Fundamentally, our reply will depend on the view taken of the task before us. Not a hundred years ago English education was mainly an education of groups, in the culture traditionally desired within the group. So far as it was in the public eye at all, it consisted of the training given to boys in the ancient public schools, and of the very simple elementary education undertaken by private or semi-private persons, landowners, clergy, and the like, for the benefit of tenants or parishioners. The State recognized no obligation in the matter; the great bulk of the nation either provided, or neglected to provide, its own education on entirely individual lines. Much excellent work was done—possibly we shall rarely touch the level reached by some early pathfinders—but the private practitioner, good, bad, or indifferent, was uncontrolled; there was no Board of Education to curtail his unchartered freedom, no public opinion to attribute all national shortcomings to schools and schoolmasters (or schoolmistresses).

All Fellow Workers.

Much water has run under the bridge since these days. Gradually the question, "What are we going to do with the children of the country while they are growing up?" makes insistent and ever more urgent appeal to statesmen, to politicians, to social workers of every kind. For all teachers it is literally their vocation—their call. Our collective task is nothing less than the training and education of the whole nation, from the poorest to the richest, from the ablest to the mentally deficient. It follows that unity among teachers is not only possible but essential.

Arrears to be Made Up.

In this work of national education it is obvious that we start late, and many of our difficulties arise from the haste inseparable from previous sluggishness. The Scotch in three hundred years have at least developed a respect for education and a real grasp of its meaning which is still rare in England. Germany learnt much a hundred years ago in a school of bitter adversity. We have not yet a clear conception of the problem, and the field is partly covered—I will not for one moment say cumbered—by vigorous and various growths innocent of any "town-planning" scheme, and not to be replaced by any cut-and-dried scheme without grievous loss.

Middle Class Education.

The education of the middle class, still meagre and uneven, was not systematically attempted until the close of the nineteenth century. This, a disaster in itself, is the more disastrous in that, poor and immature as secondary education has been, it has moulded the aim and the progress of elementary education. The educational ladder, of which we hear so much, has been set up from the primary to the secondary school, while the latter is still incomplete, the lobby obscured by dust and scaffolding. Elementary education itself has been planned from the outside without considered or philosophic basis, without distinct purpose. It is one of the most hopeful signs of the times that in the Workers' Educational Union we see at last an instrument slowly forging itself which should in the near future bring to bear on the training given in the primary schools the instructed opinion of the classes most nearly acquainted with their working and their output.

Early Leaving Age.

But, whatever the strength or weakness of our elementary schools, one grave fact cuts at the root of their service to the nation. It is estimated that three-quarters of the children educated therein receive no further education whatever after the age of fourteen. We must

grapple with this problem before we can call our education in any sense national. I do not believe that it will be solved along any one line, certainly not by the mere multiplication of secondary schools of any pattern yet evolved, nor by the indiscriminate transfer of boys and girls to existing schools. We must recognize in all humility that many growing boys and girls who are capable of making useful citizens, would be, and are, frankly bored by most of the existing forms of higher education. Our ideals of scholarship make no appeal to them at present. Are they therefore incapable of education? And is the work and welfare of the modern world to fall into the hands of men and women whose physical and intellectual training ended with their childhood?

Unity, not Uniformity.

There are signs that we are moving towards greater unity, though in saying so I do not for one moment believe that differences are likely to disappear. I, for one, do not believe in an artificial unity induced by suppressing peculiarities or by curtailing free development. If all teachers could be made to think alike, how dull and worthless their thoughts would be! If it be asked, "What common ground has the master of an East-end elementary school with the Head of an ancient foundation?" I would answer: This at least, that all alike are helping to fashion the citizen of the future, and that the narrow conception of teaching as the purely intellectual training of a group must give way to a wider and more catholic view of the training of whole men in a whole nation, and of teachers as instruments in this training. And if the further question be asked, "Why should we desire unity among teachers? How far will it help us in our daily work?" I would point to the absence in whole groups of schools of the very elements which other schools possess as a matter of course. Take, for instance, the public schools, with their traditions of scholarship, their disciplined *esprit de corps*; the technical and engineering schools, with their eager interest in new forces and modern developments; the elementary schools, with their catholic welcome to all comers, and their amazing success in imparting some measure of knowledge and training to all; our girls' schools, with their ideas of trained intellect, of refinement, of aspiration after beauty in literature, in art, in daily life. We can all think proudly of some schools at least where each of these ideals finds full expression. Why should they not be more widely shared and combined? Why should we expect (for instance) that interest in the things of the mind, in art, in the humanities, should be for ever arbitrarily confined to a small section of the nation or the race? Why not say with Browning:

"I like to know a butcher paints,
A baker rhymes for his pursuit . . ."

If teachers fail, whether in quantity or in quality, or in both, it will not be *wholly* because of poor salaries or hard conditions—men and women have thriven on both before now—but for want of vision, of faith and hope. And our schools will be doubly condemned if they send forth boys and girls with no desire to pass on to others what they themselves have received, no desire to be entrusted with work for the nation and the race. What social service can rank higher than that of training the citizens of the future? If the task of the teacher is belittled, it is partly because teachers themselves fail to realize the full scope of their task, and still more because they do not work as a "band of brothers." As tunnel workers hail their fellows working from the other side, so teachers of every kind should recognize and respect each other's work.

Good Auspices.

There are certain influences making for greater unity among teachers at the present time. (1) The increasing opportunities for collaboration and consultation due to the Act of 1902. On Education Committees or Sub-Committees teachers of all kinds have been co-opted, have heard each other's views, have joined hands in laying down conditions and in advising laymen. (2) The system of scholarships, particularly those for bursars and student teachers, has secured a steady stream of scholars passing from public elementary schools to secondary schools, with a "return flow" into elementary schools of young teachers whose training and experience has been dual. It is most important to maintain this interchange between the schools, yet so to regulate it that the intellectual standard in secondary schools shall not be lowered. (3) The Board of Education, and especially the Inspecting staff. Even though Elementary and Secondary Inspectors are differentiated, they are in constant touch with one another, and their unifying influence can hardly be overrated. We have sometimes had reason to dread the administrative, and still more the political, action of the Board, as tending to undue uniformity and the production of such tabular results as look best in a Parliamentary statement; but I think most Heads, both men and women, would bear grateful testimony, as I do, to the inspiring and sympathetic influence of the Inspectors, local and central, on the work and policy of secondary schools; and I would further express my special gratitude for that encouragement of the teaching of English which may serve the cause of unity by enabling scholars in every kind of school to use our common language with real intelligence. (4) And

lastly, a new influence, making, as we hope, for ever closer unity and co-operation, comes in the Registration Council and the Register.

It is much that a body of teachers acknowledged as representative should be working together, under the sanction of the State, for professional purposes; it is more that they should have agreed unanimously on conditions which shall admit to the profession in future. But I look upon the Registration Council and the Register as the finest weapon for the education of teachers themselves; and I hope we are in sight of better understanding, more goodwill in co-operation, more readiness to learn from and about each other than we have hitherto known. I do not for a moment suggest that the millennium has arrived. Much more remains to be done. What do most of us know, e.g., about the organization of elementary and technical schools? How far are students in training (and the training of teachers is one of the urgent questions of the hour) encouraged to study "what is and what might be" in our National Education? How far do we, as secondary teachers, realize the difficulties created in the upper standards of elementary schools by the continued exodus of the brighter and more promising scholars into secondary and technical schools?

These and other obstacles to unity still remain, and neither the Registration Council nor any other machinery will charm them away. Unity in the twentieth century cannot possibly mean uniformity. That extraordinary complex, the modern nation, cannot be educated according to any one formula. But unity of purpose—the single determination to accomplish a great and many-sided task—will yet form a bond among those whose conception of education grows and widens till it embraces all the forces that teach, as Dante said, how man may make himself eternal, and who are resolved, since teachers they are, that no form or mode of teaching shall be regarded as alien to their common end.

Papers were read on "Some Moral Problems in Education," by Miss KENNETT; on "Home and School Training during Adolescence," by Miss GHEV; on "The Direct Method in Language Teaching," by Miss PURDIE; and on "Homework and Over-pressure," by Miss BANCROFT.

In the afternoon there was a Garden Party at University Hostel, Clifton Hill House.

The following members were elected to serve on the Executive Committee until 1918:—Miss LEAHY (Croydon), Miss PAUL (Clapham), Miss WHITEHEAD (Wycombe Abbey), Miss C. T. YOUNG (Edgbaston), and Miss FRODSHAM (S. Saviour's and S. Olave's).

THE GERMAN MODERN LANGUAGE ASSOCIATION AT BREMEN.

THE biennial meeting of the German Modern Language Association ("Der Neuphilologentag") was held at the beginning of June at Bremen. It lasted the best part of a week, and was attended by over seven hundred members. It would be hard to imagine a more delightful place of meeting than Bremen. In spite of certain modern improvements the town still maintains a strong medieval aspect, with its double-spired Cathedral, its exquisite town hall, its famous Ratskeller, which Goethe has rendered illustrious, and its fine old houses, in which its merchant princes formerly lived. One of these, the Essighaus, a masterpiece of wood-carving and panelling, was nearly bought up and carried away by the South Kensington authorities a few years ago. At the same time the town has a curious English look. There are no skyscrapers in the place, and hardly any of those flats which form so prominent a feature of the ordinary Continental town. The ambition of every Bremer is to live in, and, if possible, to possess a house of his own, and this he generally succeeds in doing, even in the working-class quarters. In fact to him, as to the average Briton, his house is his castle, and perhaps it is not for nothing that the arms of Bremen are a key. Still more remarkable is the cult of the townspeople of gardens and greenery of all sorts. Practically every house, large or small, in the suburbs has a garden, which is exquisitely kept, and where there is no room for a garden the house is covered with creepers, and flower-boxes and plants are to be seen in the windows. Wherever possible, too, the roads are planted with trees. The general aspect of so much green is very delightful and reposeful to the eye. Bremen may in fact be regarded as the Garden City *par excellence*, and gives a splendid example of what may be done with a town whose inner kernel is centuries old. Needless to add, the town is a model of cleanness, and the air is remarkably free from fog and smoke.

In these days of international rivalry and suspicion it is a pleasure to chronicle the goodwill shown by the people of Bremen to the English. The ancient trade relations with England have left an indelible mark on the Bremer's attitude towards this country. One cannot help remarking their family likeness in build, behaviour, and way of looking

at things, and remembering that hereabouts was the cradle of the Anglo-Saxon race, as the *platt-deutsch* spoken by the working people further indicates. This spirit of genuine friendliness was again very noticeable among the professors of modern languages. Men who spend their lives in explaining the greatness of French or English literature to their pupils can hardly be extreme Chauvinists. The very nature of their subject forbids it. Their teaching cannot fail to have an important influence on the next generation in dissipating national prejudices and international ignorances. They are, in fact, the unofficial diplomacy of Europe, whose natural sympathies are on the side of peace and amity. This point was finely brought out by the General Director of the Norddeutscher Lloyd, Herr Heineken, in his speech at a lunch at Bremen given by the company to the delegates. Herr Heineken knows his England well, having spent seven years in this country; he is also a highly valued counsellor of the Emperor William.

Among the givers of addresses were Mr. Clouesley Brereton and Prof. Jones, of University College. In each case the audience filled the rooms, and the way in which their speeches in English were followed and understood was remarkable. English might, indeed, have been regarded as the second official language of the meeting. The opening sitting on the first day lasted from nine o'clock till past one, and on the second from nine till half-past two; yet the interest never flagged, and the afternoon sessions were also well attended. Of many important subjects discussed and debated, probably the most interesting for English people was that which ranged round the preparation of the modern language teacher, including the problem of the intensive study of one or two foreign languages, together with the position of philology in such studies. It would seem that even in Germany, the home of philological study, there is an uneasy feeling of the existence of too much specialization in the older portions of French and English by the future modern language teacher. Noteworthy also was the dissatisfaction displayed in some quarters with the old *allgemeine Bildung*. Complaint was made that certain subjects in which the pupil can never get beyond a certain point should, nevertheless, be kept up till the end of his school course, to the congestion alike of time-table and pupil. In fact, the whole discussion was most significant, considering that nowhere in the world has national education been so stratified and reduced to apparently so permanent a form of organization. The success of the Congress was due in no small degree to its able President, Prof. Hoops, of Heidelberg, one of the foremost English scholars in Germany, ably backed up by his wife, Frau Prof. Hoops, who did much to promote the *Gemütlichkeit* that pervaded the Congress. The foreign delegates appeared in great force: Great Britain, the United States, France, Holland, Russia, Austria, Serbia, were all represented, and one of the best greeting speeches was made by Mr. Urwick, the envoy of the Board of Education. Mention should also be made of the eloquent speech of Dr. Breul, who has served for so many years as the intellectual "go-between" to the two countries. All will wish him success in his great project to establish in London a German Institute as a centre and clearing-house of German culture and German ideas.

As for the hospitality of the town, it was truly Hanseatic. Every evening there was either a banquet or an entertainment of some sort at which good cheer abounded. One English speaker, in fact, after quoting from the essay of a London schoolboy that the mineral wealth of a country consisted of lemonade and ginger beer, said that if the definition held true then Germany, and especially Bremen, must be a poor place indeed, as he had had all the wine and beer he could desire, but that the only thing he found difficult to get was a glass of water.

Certainly the Hock and Mosel which flowed at a banquet in the famous Ratskeller were of a vintage rarely to be met with outside the Vaterland. It is in this famous cellar that are kept the vats, several over two hundred years old, containing Rudersheimer and other famous wines, of which samples are occasionally given to the crowned heads of Europe. These were respectfully visited by the guests. In conclusion, one would cordially recommend anyone who wishes to know more of his German cousins to pay a visit to Bremen. Its glorious past, still legible in its medieval houses and public edifices, its modern beauties, its interesting resemblances with England, its excellent shops, and its reasonable hotels, all combine in making it an excellent starting-place for a German tour, especially for those who would approach it by sea.

MESSRS CADBURY, of Bournville, in co-operation with the Birmingham Education Authority, have started an interesting experiment in the form of a continuation school. All girls employed in their factories between the ages of fourteen and seventeen are compelled to attend classes once a week, either from 8.30 a.m. to 12.30 p.m., or from 1.30 p.m. to 5.15. The subjects taught are non-technical: English language and literature, household accounts, general information, and physical drill. Home work is also encouraged, and in addition one evening a week is devoted to needlework. Last term 454 girls attended. Both day and piece workers are compensated for loss of time.

ASSOCIATION OF ASSISTANT MISTRESSES.

THE Annual Summer Meeting of the Association was held by permission of the Head Mistress, Miss Heron, at the Wyggeston School for Girls, Leicester, on Saturday, June 6. A resolution welcoming the Report was moved by Miss Laurie, seconded by Miss Ridley, and carried *nem. con.* The point that aroused most interest in the discussion was the superannuation allowance for existing teachers. Teachers in Welsh Schools were anxious to know if years of service before 1903 would be counted. Miss Laurie thought not, but undertook to make inquiries.

Miss Lees, on behalf of herself and Miss Laurie, then asked for an informal expression of opinion on the retiring age of sixty as compared with fifty-five. She pointed out that retirement at the age of fifty-five instead of sixty would involve, roughly speaking, a loss of one third of the annual pension as well as £5 a year of the superannuation allowance. On a show of hands the meeting voted unanimously that they would like the option of retiring at fifty-five instead of sixty if they so wished. Miss Lees gave a short account of the recent work of the Teachers' Registration Council. She urged members to register themselves while it was still an act of grace and not of necessity. Two alterations have been made in the regulations since the January meeting: (1) the years of grace have been extended from 1918 to 1920; (2) No. 1 in the appendix of qualifications for the permanent register now reads: "A certificate of having passed the final degree examination of any Universities approved by the Council for the purpose of Registration, under such conditions as to courses of study and preliminary examinations as may be accepted for the time being by such University."

In the afternoon Mr. Hartog, Academic Registrar of London University gave a delightful address on "Imitation, Sincerity, and Imagination in English Composition." That it was a stimulating one was evidenced by the number of questions asked afterwards.

The meeting closed with warm votes of thanks to Mr. Hartog for his paper and to Miss Heron and her staff for their generous reception.

Miss Heron then invited the members and friends to tea and to inspect the building afterwards.

HOUSEHOLD AND SOCIAL SCIENCE DEPARTMENT, KING'S COLLEGE FOR WOMEN.

H.R.H. PRINCESS CHRISTIAN laid the foundation stone of the Queen Mary Hostel and the Laboratories on Campden Hill on Thursday, June 11. The greater part of the endowment required for this department has already been subscribed by a few munificent donors, but a further sum of £50,000 is required to fulfil the conditions laid down by the University preliminary to constituting it a University Department.

Lord Rosebery, who presided as Chancellor of the University, dwelt on the importance of college life for students such as would be provided by the Hostel. In the course of his speech he observed: "I cannot help feeling in the bottom of my heart that college training and comradeship superadded to the University training are the really perfect kind of University teaching. It is that comradeship among students, that college training, that common life which teaches you what things to imitate and what things to avoid. It is the essence of a college. Without that I cannot believe that any student, however fortunate he may be in his University, receives the highest and truest seal of University life."

Sir Henry Miers, Principal of the University and Chairman of the Home Science Executive Committee, pointed out that the aim which had always been kept in view in the development of these courses was to secure a University standard. "It was the object," he said, "of those who initiated the scheme that the courses should be throughout of a University standard; that they should provide a real scientific education in the principles underlying the organization of home life, the conduct of institutions, and other spheres of civic and social work in which these principles are to be applied; and . . . it is our determination to maintain this as a real University course, and not to allow it to become in any sense only technical. Since the Senate have decided to transfer the Arts and Science Departments of King's College for Women to King's Col-

lege, Strand, there is all the more reason to widen the course, and to conduct it in such a way as to give a real University education." Amongst the donors whose aid had made this development possible Sir Henry Miers especially mentioned Lord Anglesey, Sir Richard Garton, Mr. Dewey, Mrs. Wharrie, Sir Carl Meyer, and Mr. and Mrs. Almeric Paget.

Miss Oakeley, Warden of King's College for Women, speaking of the place of the movement in the higher education of women and the needs which had led to the present departure, described it as in one aspect a contribution towards the solution of the problem of the right relation of knowledge to life. "The movement means no backward-looking, no break in continuity or charge of ideals, but a spreading or extension of their illumination."

Prof. Starling pointed out that this training prepared women not only for the management of the household, but for many of those positions under National and Local Government which are becoming increasingly open to them, and in which it is of the highest importance to have the kind of knowledge which is given in this Course. From this point of view the State may be regarded as an immensely enlarged household.

The Mayor of Kensington, in thanking Her Royal Highness for her visit on behalf of the Royal Borough, observed that he was particularly glad that this Institution was to be established in Kensington so near to districts which had great need of social work inspired by knowledge.

THE "ALCESTIS" AT BRADFIELD COLLEGE.

THE Greek play at Bradfield is a thing *sui generis*. One is not wont to approach a theatre by a zigzag path of interlacing verdure, and, when one has gathered the gifts of many eager hands and reached the bottom, the scene is one of startling beauty. Around you, climbing up the sides of a disused chalk pit, overhung with trees, are tier upon tier of seats hewn out of the chalk till they are lost in recesses of delightful shade.

But now all is stir and hum; nor may you linger till you have satisfied the last challenge of the insistent wand-bearers and are safely lodged in your appointed *bathron*. Then you may look around in peace. Below you is a paved orchestra, with an altar to Dionysus, on which burns the sacred fire, and in front a stage with an Athenian temple. Soon a trumpet is heard from without and the crowds cease to flow, for the gates are rigidly closed at 3 p.m. Then a herald, thrice in Greek, commands your best behaviour and summons the chorus to appear. Musicians, lightly robed in folds of pure colours, wreathed with laurel, and armed with Grecian lutes and lyres, troop across the stage; these are followed by a throng of greybeards bearing staves, who sing and argue of the present things—and the "Alcestis" has begun. Many have asked why the "Alcestis" is chosen, and they find their answer; for, whatever may be said of the plot, the scenic effects, at least as presented in the Greek theatre at Bradfield, are a lasting memory.

The motive of the play is much discussed. Some would treat it as a burlesque on the religion of the day. But surely without reason; for the key is to be found in the grand words of the closing chorale, as full of awe and reverence as those of the old hymn—

"God moves in a mysterious way
His wonders to perform."

It is rather the prophecy of a new religion, wherein the laws of fate are broken by the conquest of death, and the gods are become the gods of the plain and the friends of man. The principle of vicarious suffering is also foreshadowed, and in the death and resurrection of Alcestis it is possible to see prefigured the regeneration of woman. The presentation of the play, taken as a whole, is admirable; and the acting is simple and dignified, as becomes Greek tragedy. There is plenty of art, but nothing that seems artificial. The ample space for graceful movement, the light of day, the song of birds and whispering trees that mingle with the sound of flute and lyre, create an atmosphere that it is impossible to resist. One falls in love with it all, and forgets to criticize. It may be that Alcestis was lacking in feminine wiles and ways, and Admetus a little mechanical; but the maidservant, Pheres, and the Coryphaeus were excellent, and Hercules good at times. Occasionally emphasis was misplaced, and the cadence too monotonous; but these were faults that did not mar; and the great appreciation that the classics, when worthily treated, can still command is shown by the fact that the seats were full for each of the five performances.

OBITUARY.

GEORGINA KINNEAR.

THERE has passed away during the past few weeks one whose name is, perhaps, not so well known in the educational world south of the Tweed as it deserves to be, but who calls for more than a passing notice on account of the sound and admirable work which she accomplished, and of the mark which she has left on the education of women in Scotland.

Georgina, daughter of John Gardiner Kinnear, sister of Lord Kinnear, the second of a family of seven children, was born in Edinburgh in 1828. Her father moved to Glasgow when she was eight years old. She was by nature a student, and the earliest picture we have of her is as quite a little child getting up at 5 a.m. to sit rolled up in a shawl in an attic reading hard long before anyone else was astir. The habit thus formed of beginning her day at 5 a.m. she kept up until within a year or two of her death. She never went to school, and the ordinary superficial education which she shared with the girls of her time meant but little to her. From the tutors who taught her brothers she learnt languages, but to her own efforts and industry and instinctive knowledge of how to learn were due the accurate knowledge which characterized her powerful intellect and the trained accuracy of her mental perception. She learnt also to use her hands, and under her mother's guidance she became an accomplished needlewoman, and till near the end of her life her fingers were constantly busied with beautiful fine work. She was born with a genius for imparting knowledge and moulding character, but some years elapsed before she had an adequate field for the full use of her powers as educator.

The opportunity came in 1860, when her father's friend, Lord Napier and Ettrick, was appointed Minister at The Hague, and he and Lady Napier persuaded her parents to allow her to go with them, and to occupy herself with the education of their children. Her stay in Holland, though full of interest, was short, for rather more than a year later Lord Napier was transferred to St. Petersburg as Ambassador, and Miss Kinnear accompanied him and his family to the Russian capital. Before this time she had travelled in many parts of Europe, and she spoke French and German fluently. She now studied the Russian language, and learned all she could of the life of the people. When Lord Napier's sons went to school, she transferred herself to the family of M. Nicolai Milutine, the leader of the Russian Liberal Ministry, which not long before had passed an edict for emancipating the serfs. Just as Lord and Lady Napier had become her friends for life, so now M. Milutine made her the confidante of his far-reaching plans of reform, and thought so highly of her judgment that he frequently consulted her, and obtained from her information as to English political methods. She was an ardent Liberal and reformer, and keenly in favour of his proposals for representative government and universal education, which he hoped would be followed after an interval of time by manhood suffrage. The Tsar, Alexander II, reformer though he was, did not go so far as his Minister. He refused his consent to these drastic changes, which were put off time after time; M. Milutine's health broke down under the strain, and he was obliged to resign, leaving his plans to be still a dream of the future. Miss Kinnear was much with him during his illness, though she was in England at the time of his death. She went back to be with Mme Milutine till her daughters were grown up; they were devoted to her, and with them and their friends she passed several summers in the far interior of Russia or in the Crimea, and saw much of the life of the peasants, for whom she formed a high esteem. "They are a fine people," she used to say, "and only need education." Miss Kinnear returned finally to her own country in 1874, with her character and opinions greatly matured, having seen much of men and things and studied many subjects widely and deeply. A subject of paramount interest with her was that of the higher education of women, and from this time onward her life was devoted, with characteristic energy and thoroughness, to this cause.

She had an unusual grasp of the subject as a whole, but wished to become acquainted in detail with the practical working of a large school, and with that object she went to Cheltenham as a mistress under Miss Beale. She found that the women, who in this country had been studying the same problems, had on many points reached conclusions different from her own, to which she clung tenaciously. For instance, she distrusted the system of examinations, not merely as an unfair test of proficiency, but because she had a horror of anything in the nature of cramming. In her own school in Glasgow later on no special preparation for examination was ever allowed. If a girl had satisfied her class teacher as to her knowledge of the subject in general, she might if she chose enter for examination, and such girls nearly always did well. At Cheltenham Miss Beale once asked her to prepare a class of elder girls for a particular examination; she felt it right to conform to the rules of the school, and undertook to do so. When Miss Beale made her round of the classrooms she was so much struck by Miss Kinnear's brilliant teaching that "she swept in all the unoccupied mistresses in the house to listen to the lesson." One of the girls in her class passed with distinction, but Miss Kinnear's only comment was: "She did not really deserve it; she did her best, but she did not know her subject, only a small fraction of it."

Only once did she attend the Head Mistresses' Conference, and she took no part in the discussions; she differed from the majority on so many points that she felt she could do so to no good purpose. Her criticism afterwards was that we were far too much given to congratulate ourselves on our success, and on the progress of women's education, whereas we are only at the beginning of a great movement, and feeling our way and trying experiments, many of which are doomed to fail. As an illustration she said: "Compare the number of men and women students in the Universities; when there are more women than men, as there ought to be, we may begin to speak of progress."

From Cheltenham Miss Kinnear passed on to St. Leonard's School, St. Andrews, where Miss Lumsden was then Head Mistress and Miss Dove one of the staff. A well known lady, who in later years was Head Mistress of the school, and was one of her first pupils, writes:—"No one could have a deeper admiration than I have for Miss Kinnear; I loved her truly, and shall always feel proud of having known one of the most remarkable women of her age. I was at school at St. Andrews in the earliest days, and she must have taught me when I was thirteen. I have the most vivid recollection of her lessons and of her most delightful personality, and I remember her in later years as the intensely interesting and unfailingly humorous friend, whom it was always such a pleasure to meet."

In 1880 Miss Kinnear was chosen out of fifty candidates to be the first Head Mistress of the Park School in Glasgow, which was just being started by a local committee. She had not herself thought of applying, but was persuaded to do so by her friends, and she was very glad to have there an independent sphere of work and scope for carrying out her own methods and theories. Her Council wisely gave her a free hand, and trusted her absolutely. Her ideals and standards were high. To her education was never a mere question of imparting knowledge, but necessarily included the training of character, and she was not content without instilling into her pupils the strong religious and moral principles without which no education is worthy of the name. She inspired her children with her own ardent love of study and scholarship, and led them to form habits of diligence, concentration, and self-control. She had but little faith in modern methods of combining work and play, and wished recreation to be complete while it lasted. She would not allow children in the lower school to do any home work. Preparation was done in school, and the books left there; she said that children by themselves took an hour to do the work of twenty minutes, and thus acquired desultory habits of work; even for the upper school girls the home work was strictly limited. She preferred that little children under seven should not be made to work

at all, and was of opinion that information picked up unconsciously was the best foundation for future study, and that the immature powers of young children acquired and retained greater vigour when allowed to develop along their own lines, in a natural way, untrammelled by exterior methods of training.

Those who worked under Miss Kinnear are unanimous in their admiration for her. One former member of her staff writes: "It was a happy day for the new educational movement in Glasgow when the directors found Miss Kinnear willing to undertake the difficult work of pioneer, as both by character and intellect she was eminently fitted to deal with the situation. She was an inspiration to us all, and unsparing in the use of her powers. I always felt her mind was statesmanlike; she could grasp large questions and deal with them in a large way." Another writes of the deep and abiding influence of Miss Kinnear's rich and beautiful nature, and tells how her old girls love to recall her patience, her penetrating sympathy, her habit of seeing the good points and ignoring the defects. "We felt we were the better just from having known her; meanness and cowardice fled from her great personality. The school was not only begun by her; it was shaped for always by her large and noble genius, and I hope the impress of her mind and the impetus of her will will be the guiding force of many generations of school girls." A third recalls her generosity and disinterestedness in dealing with her staff; her thought was not solely or mainly what was good for the school, but also what was advantageous for the future career of the teacher; she never wished her mistresses to remain always with her, however valuable their work might be, but persuaded them to go for a time to other schools for variety of experience. Under her rule the Park School so prospered that the directors were able to open two other schools in the neighbourhood of Glasgow, and the Heads of both, as well as her own successor, were mistresses trained by her. She held strong views about adequate remuneration for teachers, and refused part of the salary offered to her in order that no one on the staff should be underpaid. Her unselfish devotion to the best interests of the school led her to remain in harness longer than she intended. She had always wished to resume her student's life again in the later part of her life.

She went on working for others too long; almost immediately after her resignation, in 1900, her health broke down, and she was never well enough to carry out the elaborate scheme of study she had drawn up for herself. "All my life," she said, "I have been working for other people; now I am going to work for myself." But, alas! it was not to be.

After her resignation she lived a retired, and latterly an invalid life in Edinburgh, and she passed away there on April 26, 1914, in her eighty-seventh year, leaving behind her a stimulating example of high purpose, strenuous work, and wide influence for good, inspired by the gentleness and simplicity of deep and true Christian faith. A surprising number of women now bear their testimony that to her they owe all that is best in their lives.

She had great social gifts, and was a brilliant talker, and many of her younger friends will recall the delight of a long walk and talk with her in the country, and of leading her to talk on one of her favourite topics, a period of history—notably the reign of Queen Elizabeth—or Russian politics, or the growth and structure of a language. Under such circumstances her powers of graphic description and keen analysis would be at their best, and she would illustrate her narrative with shrewd and humorous comments, her words flowing so rapidly that the listener's only trouble was to keep up with her. Walking was her only form of exercise, and gave her real pleasure, enhanced by her appreciative admiration of fine scenery and of all natural beauty.

THE Secondary Schools Association will hold its annual meeting at Caxton Hall, Westminster, on July 7, at 2.30 p.m. Mr. Cloudesley Brereton will deliver an address on "Fitting the Secondary School to the Needs of the Twentieth Century."

BOOKS OF THE MONTH.

Art.

Chalk Drawing in Mass and Line. By David S. Dick. *Brown & Nolan*, 2s. 6d. net.

Biography.

The Life, Letters, and Labours of Francis Galton. By Karl Pearson. Vol. I. *Cambridge University Press*, 21s. net.

Civics.

The Modern British State. By H. J. Mackinder, M.A. *Philip*, 1s. 6d.

American Citizenship. By C. A. Beard and Mary R. Beard. *Macmillan*, 4s. 6d. net.

Classics.

Pons Tironum. Quem fecerunt R. B. Appleton et W. H. S. Jones. *Bell*, 1s.

Some Leisure Hours of a Long Life: Translations into Greek, Latin, and English Verse, from 1850 to 1914. By Henry Montagu Butler, D.D. *Bowes*, 7s. 6d. net.

Clio Enthroned: a Study of Prose Form in Thucydides. By Walter R. M. Lamb, M.A. *Cambridge University Press*, 10s. net.

Caesar's Gallic War. Edited by E. S. Shuckburgh, Litt.D. Books I, IV, V, and VI. *Cambridge University Press*, each 1s. 6d.

Divinity.

A Short Old Testament History. By Rev. A. R. Whitham, M.A. *Livingtons*, 2s. 6d.

English.

Essays by Matthew Arnold. *Oxford University Press*, 1s. 6d. net.

A Systematic Course of English Composition. By H. Pine. In 2 parts, each 6d. Teacher's Edition, in 1 vol., with Preface by Dr. F. H. Hayward, 1s. 6d. *Ralph, Holland*.

Old Christmas, and Selections from "The Sketch Book." By Washington Irving. Edited by Arthur Burrell. *Dent*, 6d.

Lamb's Tales from Shakespeare. Edited by A. R. Weekes, M.A. *Clive*, 1s. 4d.

Sentence Building: a Graduated Course of Lessons in Synthetic English. By Richard Wilson, B.A. Parts I and II, 4d. each; Parts III and IV, 5d. each; Parts V and VI, 6d. each; Part VII, 8d. *Macmillan*.

Bell's Sixpenny English Texts.—Gibbon's Decline and Fall of the Roman Empire, Chapters I-III; Plutarch's Lives of Themistokles, Perikles, and Alkibiades; Poems by Gray and Cowper; Evangeline, and other Poems by Longfellow; Hawthorne's Wonder Book and Tanglewood Tales; Selections from Pope; The Pilgrim's Progress.

Beowulf: a Metrical Translation into Modern English. By John R. Clark Hall. *Cambridge University Press*, 2s. 6d. net.

The Mother Tongue. Book II: The Practice of English. Edited by Prof. J. W. Adamson and A. A. Cock. In 3 parts, each 1s. *Ginn*.

The Mill on the Floss. By George Eliot. Edited by J. M. Dorey. *Ginn*, 2s. 6d.

Routledge's New Dictionary of the English Language. Edited by Cecil Weatherly, B.A. 3s. 6d.

Modern English Literature, from Chaucer to the Present Day. By G. H. Mair. With Portraits. *Williams & Norgate*, 6s. net.

A Brief History of English Literature. By E. M. Tappan, Ph.D. *Harrap*, 2s. 6d.

A Handbook of English for Junior and Intermediate Classes. By D. B. Nicolson, M.A. *Cambridge University Press*, 1s. 6d. net.

Geography.

The British Empire Beyond the Seas. By Marion I. Newbigin. D.Sc. *Bell*, 3s. 6d.

Environment: A Natural Geography. By G. R. Swaine. *Ralph, Holland*, 1s. 9d.

The Oxford Survey of the British Empire. Edited by A. J. Herbertson, M.A., and O. J. R. Howarth, M.A. Vol. I: The British Isles and Mediterranean Possessions. Maps and Illustrations. *Oxford University Press*, 14s. net.

The British Isles. By F. Mort, D.Sc. *Cambridge University Press*, 3s.

History.

- Our Island History. By H. J. Mackinder, M.A. *Philip*, 2s.
 Alfred in the Chronicles. By Edward Conybeare, M.A. Second Edition. *Heffer*, 4s. 6d. net.
 Ancient India from the Earliest Times to the First Century A.D. By E. J. Rapson, M.A. *Cambridge University Press*, 3s. net.
 Bell's English History Source Books.—The Normans in England (1066–1154). Compiled by A. E. Bland, B.A. York and Lancaster (1399–1485). Compiled by W. G. Jones, M.A. Each 1s. net.
 The Financing of the Hundred Years' War, 1337–1360. By Schuyler B. Terry. *Constable*, 6s. net.
 Macaulay's History of England. Vol. III, Illustrated. *Macmillan*, 10s. 6d. net.
 A History of Great Britain. By James Munro, M.A. Part I: 55 B.C. to 1603 A.D. *Oliver & Boyd*, 1s. 8d.
 The Economic Organization of England: an Outline History. By W. J. Ashley, M.A. *Longmans*, 2s. 6d. net.
 Bannockburn. By John E. Morris, D.Litt. *Cambridge University Press*, 5s. net.
 Marie Antoinette. By Alice Birkhead, B.A. Illustrated. *Harrap*, 1s.
 Sir Walter Raleigh. By Beatrice Marshall. Illustrated. *Harrap*, 1s.
 Picture History and Composition. By G. H. Reed, M.A. (Teacher's Handbook.) 1s. 6d. net.
 A Short History of the Canadian People. By George Bryce, LL.D. Revised Edition. *Sampson Low*, 10s. 6d. net.

Law.

- Handbook on the Bankruptcy and Deeds of Arrangement Act. By Oscar Kuhn. *Jordan*, 2s. 6d. net.
 The Money-Lender's Handbook. By G. H. C. Manning. *Jordan*, 2s. 6d. net.

Mathematics.

- McDougall's Handwork Arithmetic Tests. By Walter Higgins. 2s. 6d. net.
 A First School Calculus. By R. Wyke Bayliss, M.A. *Edward Arnold*, 4s. 6d.
 Key to Hall's School Algebra. Parts II and III. By L. W. Grenville, M.A. *Macmillan*, 6s.
 A New Analysis of Plane Geometry, Finite and Differential. By A. W. H. Thompson, B.A. *Cambridge University Press*, 7s. net.
 Tables for Statisticians and Biometricians. Edited by Karl Pearson, F.R.S. *Cambridge University Press*, 9s. net.
 Arithmetic. By H. Freeman, M.A. *Bell*, 2s. 6d.
 Statics. By R. C. Fawdry, M.A. Part I. *Bell*, 2s. 6d.
 Arithmetic. By W. M. Baker, M.A., and A. A. Bourne, M.A. Second Edition. In two Parts, each 2s., *Bell*.
 Mathematical Problem Papers for Secondary Schools. By Charles Davison, Sc.D. *Bell*, 2s. 6d.

Miscellaneous.

- The Feeding of School Children. By M. E. Bulkley. *Bell*, 3s. 6d. net.
 The Press and Poetry of Modern Persia. By E. G. Browne, M.A. *Cambridge University Press*, 12s. net.
 Recent Developments of Textual Criticism. By Albert C. Clark. *Oxford University Press*, 1s. net.
 The Mainsprings of Russia. By Maurice Baring. *Nelson*, 2s. net.
 The Cambridge Manuals of Science and Literature.—The Royal Navy (J. Leyland); Economics and Syndicalism (A. W. Kirkaldy); Coal Mining (T. C. Cantrill); The Making of Leather (H. R. Procter); The Sun (R. A. Sampson). *Cambridge University Press*, each 1s. net.
 Harrington and his "Oceana": a Study of a Seventeenth Century Utopia and its Influence in America. By H. F. Russell Smith, M.A. *Cambridge University Press*, 6s. 6d. net.
 Notions about Nations: a Psychological Geography. By M. F. Trew. Illustrated by W. H. Toy. *Heffer*, 2s. 6d. net.
 The Beginner's Garden Book: a Textbook for the Upper Grammar Grades. By Allen French. *Macmillan*, 4s. 6d. net.
 Organized Games for the Playground. Arranged by Elizabeth C. Terry. *Brown*, 1s. 3d. net.
 Bohn's Standard Library.—Butler's Sermons, and Dissertation on Virtue. *Bell*, 3s. 6d.
 Nature in Books: A Literary Introduction to Natural Science. By J. Logie Robertson, M.A. *Oxford University Press*, 2s.
 Columbia. By F. P. Keppel. *Oxford University Press*, 6s. 6d. net.
 Rhyming Thirds: Story in Verse and Prose by the boys IIIA and IIIB. Edited by W. L. Payne. *Bell*, 1s. 6d. net.

- Biology of Sex for Parents and Teachers. By W. T. Galloway, Ph.D. *Harrap*, 2s. net.
 The Theory and Practice of Argumentation and Debate. By V. A. Ketcham, B.A. *Macmillan*, 5s. 6d. net.

Modern Languages.

- Das Holzknechtshaus (Rosegger). Edited by Marie Goebel. *Oxford University Press*, 2s. 6d.
 Renard le Fripon. By Marc Ceppi. Illustrated. *Edward Arnold*, 1s.
 Colomba. By Prosper Mérimée. Edited by A. H. Smith, M.A. *Bell*, 2s.
 The Sounds of the French Language. By Paul Passy. Translated by D. L. Savory, M.A., and D. Jones, M.A. Second Edition. *Oxford University Press*, 2s. 6d.
 The School French Grammar. By Ernest Weekley, M.A. [A separate issue of the grammar contained in Prof. Weekley's "Matriculation French Course."] *Clive*, 2s. 6d.
 Andromaque (Racine). Edited by C. Searles. *Ginn*, 2s.
 First German Reader. Edited by Frieda L. Martini. *Ginn*, 3s. 6d.
 The French Verb: Its Forms and Tense Uses. Designed to help students to Visualize the Inflection of French Verbs. By W. A. Nitze and E. H. Wilkins. *Cambridge University Press*, 1s. net.
 Prinz Friedrich von Homburg (Kleist). Edited by George M. Baker, Ph.D. *Oxford University Press*, 3s. net.
 Nathan Der Weise (Lessing). Edited by S. P. Capen, Ph.D. *Ginn*, 4s.
 Les Poètes Français du XIXe Siècle, 1800–1885. *Oxford University Press*, 3s. 6d.
 A Primer of Practice on the Four French Conjugations. By Henrietta M. Arthur. *Bell*, 6d. net.
 Histoire de France, III.—La Guerre de Cent Ans. By E. Alec Woolf, B.A. Illustrated. *Dent*, 1s. 6d.
 Collection Nelson—Histoire de la Révolution française (Mignet). 2 vols., each 1s.
 François le Champi (George Sand). Edited by Coibert Searles. *Oxford University Press*, 3s. net.
 Primer of French Literature and History. By J. P. R. Marichal. *Dent*, 2s.

Music.

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SCHOOL EXCURSIONS.

A BRIEF account of a typical School Study Excursion carried out in the last week of April by the Upholland Grammar School, near Wigan, may serve to increase interest in such enterprises, and to suggest means by which they can be made successful.

The locality chosen was Conway, in North Wales. This was an excellent centre, because the country around offers features of such varied interest. The geographical configuration of the mountains, valleys, and bays gave rise to continuous practical teaching, far more realistic than could be given in connexion with textbooks; and the history of hill formation and earth sculpture could be freely illustrated. The Conway valley, with its narrow stream and widely sundered scarped cliffs; the isolated mass of the Great Orme; Conway Bay issuing into the Menai Straits—such features as these abound in the neighbourhood, and afford an open textbook for the geographer and geologist. And, besides the grander illustrations, there are quarries and mines and mineral works, where pupils can find "specimens," those highly valued treasures that make a heavy bag so well worth carrying! The locality is also rich in historical remains. There is the fine Edwardian castle itself, and within easy reach its congener of Beaumaris;

at Deganwy close by is the ruin of a Norman motte-and-bailey structure; on Conway Mountain an excellent neolithic stronghold—and so on. Wherever the daily expeditions are planned such records of the human past can be visited; while the Church, Bangor Cathedral, and other buildings afford good examples of Medieval architecture of another sort. There are abundant subjects for sketching; and the variety of landscape and soil provides a wide field for the botanical and Nature-study classes.

For a school excursion such diversity of interest is invaluable; the object is to quicken the pupils' perception and activities in as many ways as possible within a brief space of time; to bring the real into practical connexion with book and class learning; and all books and classes should, if possible, receive the stimulus. Every member of the staff took part in this excursion, so that every subject was represented. The Head Master (Mr. C. H. Cox) assumed the general direction of the daily tours, his particular subjects being geography and geology; the Science Master was responsible for Nature study; the History Master dealt with places of archæological interest; the Art Mistress with Nature study and whatever sketching could be got in; and three others contributed help in various ways. A carefully drawn up guide and daily itinerary had been prepared beforehand, three of the staff having explored the ground. Each pupil carried a copy of this, so that no one was at a loss as to what was being done. Notebooks were also freely used, and half an hour had to be spent each evening in getting notes into good order for subsequent essays. Maps of the district had been exhibited in the schoolrooms, and some preliminary lectures had been given; the region was thus partly understood before the journey commenced.

The school is fortunate in possessing a Master (Mr. E. Stedman) capable of devising and carrying through the detailed arrangements of travel and accommodation. This side of an excursion is of the greatest importance; unpunctuality and discomfort may spoil an admirably projected scheme. One cannot appreciate even Mont Blanc if one has a cold or a toothache, and young people are peculiarly susceptible to physical conditions. Fortunately the weather was fine. But more than that, distances were correct, pace was regulated, stoppages for lunch came at the right time and place; meals, arrivals, departures were all carried out as indicated in the guide; consequently, none were weary or dissatisfied, and although the average daily walking amounted to about fourteen miles, all returned strong, healthy, and eager for more.

An important feature of such an excursion as this is the sense of comradeship that it engenders. Countless opportunities arise for mutual help, friendly conversation on interesting topics, and combined effort, so that a sense of the value and enjoyment of doing good things in company is developed, and teachers and pupils come to understand one another as they often do not at school. This aspect of the expedition was emphasized by having each evening a social hour, with singing, games, and recitations, followed by common reading and prayer before going to bed.

The cost to each member of the party was 30s. This included fares and all accommodation; not a penny more was necessary for full participation. On a previous occasion, when the distance was less, and the board and lodging rather cheaper, 20s. to 25s. was charged, according to age. The school is a secondary mixed school, and the boys and girls were housed separately. The excursions and the social gatherings were, of course, shared by all. Just half the total number of the school took advantage of the opportunity; the rest stayed back for various reasons—largely, of course, financial. This is, perhaps, a weak point; many who were best qualified to benefit were debarred from joining. It is hoped that the formation of a school bank will remedy this defect next year.

Should any reader desire to see a copy of the guide, or to make inquiries with a view to organizing similar excursions, communications could be sent to Mr. Stedman at the school.

W. S. A.

(Continued on page 534.)

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The Course includes full preparation for the Examinations for the Teaching Diplomas granted by the Universities of London and Cambridge.

Students are admitted to the course in October and in January.

One Free Place (value £26 5s.), one Scholarship of the value of £20, and a limited number of grants of £10 are offered for the Course beginning in January, 1915. They will be awarded to the best candidates holding a degree or its equivalent in Arts or Science. Applications for Scholarships or Grants should be sent in on or before December 1st.

For further conditions apply to the HEAD OF THE DEPARTMENT.

MADAME

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The immediate neighbourhood offers over one thousand children for the students' practice as teachers. Hundreds of posts have been obtained through this College, a list of which is to be obtained with the Prospectus.

Students admitted in September.

For particulars apply—THE SECRETARY.

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SCHOOL EXAMINATIONS (Syllabus B). Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 7th, 1914.

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The Course, which includes practical work in Secondary Schools, extends over one academical year, beginning in OCTOBER or JANUARY. It is suitable for those who are preparing to take the Teachers' Diploma of the University of London.

The fee is £20 for the year, if paid in advance, or 8 guineas per term (three terms in the year). TWO SCHOLARSHIPS of £20 each for one year, tenable from October, 1914, are offered to suitable candidates (men) who are graduates of a British University. A Special Teacher's Diploma Course for Schoolmasters in practice has been arranged and will begin on September 30th. Application should be made to Prof. ADAMSON, King's College, Strand, W.C.

UNIVERSITY OF LONDON.**KING'S COLLEGE.**

COMPLETE COURSES OF STUDY are arranged in the following Faculties for Degrees in the University of London. Students may also join for any of the subjects without taking the complete course. Facilities for research are given.

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FACULTY OF LAWS.
FACULTY OF SCIENCE.—(a) Natural Science Division; (b) Medical Science Division; (c) Bacteriological and Public Health Department.

FACULTY OF ENGINEERING.—Civil, Mechanical, and Electrical Engineering.

For full information apply to the SECRETARY, King's College, Strand, London, W.C.

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(UNIVERSITY OF LONDON).

TWO SCHOLARSHIPS of £50
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Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1915, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars, apply to The Principal, Westfield College, Finchley Road, N.W.

OXFORD UNIVERSITY
ELEMENTARY TRAINING COLLEGE

Exhibitions for Men intending
to enter in 1915.

AT the Examination to be held by the Pupil Teachers' University Scholarship Committee on October 2, 3, 1914, the following EXHIBITIONS (tenable with the Committee's Scholarships) will be offered for competition among intending members of the above College, being Pupil Teachers, Student Teachers, or Bursars:—

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One Exhibition of £25 a year for three years, offered by the Oxford Elementary Training College, tenable at any College of the University, or by a Non-Collegiate Student.

Both the Exhibitions will be required to pass or obtain exemption from Responsions not later than September, 1915, and to read for a Degree in Honours. Full information may be obtained from the Acting Principal, G. R. SCOTT, 2 Clarendon Villas, Oxford.

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BURLINGTON CORRESPONDENCE COLLEGE,
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TYPEWRITING.

THE Editor can recommend from personal trial a blind typist. For terms apply to E. G. EAGLE, 189 Higham Hill Road, Walthamstow.

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NINETY-SECOND SESSION.

NEXT SESSION BEGINS 6TH OCTOBER, 1914.

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Bachelor of Science (B.Sc.) of the University of
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The Fees are £20 per annum.

The programme of the College giving particulars of Admission, Entrance Examination, Syllabuses of Instruction, the careers to which the training afforded at the College leads, and other information may be had post free on application to the REGISTRAR of the College at the above address.

NEW SESSION BEGINS MONDAY, SEPT. 28.

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UNIVERSITY OF LONDON.

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Single Courses of Lectures may be taken in any of the subjects by students not working for examinations. Re-organisation of the College will take place in January, 1915. The Faculties of Arts and Science and the Department of Divinity will be transferred to King's College, Strand, and the Household and Social Science Department will be moved to the new buildings on Campden Hill, Kensington, as soon as these are completed.

Further information may be obtained from the SECRETARY, 13 Kensington Square, W.

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(UNIVERSITY OF LONDON.)

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NEW LABORATORIES have recently been constructed for Chemistry, Public Health, and Physics. Also a new Block of Laboratories for every branch of PATHOLOGY.

WINTER SESSION begins Oct. 1, 1914.

For a Handbook, giving full information, apply to the DEAN, St. Bartholomew's Hospital, E.C.

**THE LONDON HOSPITAL.
MEDICAL COLLEGE and DENTAL SCHOOL.****THE WINTER SESSION WILL
OPEN ON OCTOBER 1st.**

The HOSPITAL is the largest in England, and the only large general Hospital for the whole of East London: 922 beds are in constant use. Last year: In-patients, 17,096; Out-patients, 173,774; accidents, 10,363; major operations, 6,751.

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The DENTAL SCHOOL, which is fully equipped on the most modern lines and with the latest appliances, is an integral part of the College and Hospital, and is admirably adapted for the purpose of teaching. The School provides a full course for the Dental Diploma.

The STAFF is so large as to permit of individual attention being paid to all Students.

SPECIAL TUTORIAL COURSES are held for all Examinations.

RESEARCH FUNDS of over £21,000 give unrivalled facilities for Medical Research.

APPOINTMENTS.—141 Appointments are made annually from Students of the College recently qualified.

SCHOLARSHIPS AND PRIZES.—Thirty-four Scholarships and Prizes are awarded annually. Five Entrance Scholarships are offered in September.

Clubs' Union, Athletic Ground, College Dining Hall, Students' Hostel.

For prospectus and particulars apply to the Dean (Prof. WILLIAM WRIGHT, M.B., D.Sc., F.R.C.S.), who will be glad to make arrangements for anyone wishing to see the Hospital, College, or Dental School.

Mile End, E.

**THE HOME SCHOOL,
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BOARDING SCHOOL FOR BOYS AND GIRLS.

Principals: Mr. and Mrs. W. PLATT.

This School aims at giving an all-round education. Much work is done in the open air, for which the surrounding woods and moors and streams furnish ideal material. Special attention to children who require a healthy out-of-door life in bracing air.

Further particulars from the PRINCIPALS.

PRIFYSGOL CYMRU.

UNIVERSITY OF WALES.

THE TWENTY - EIGHTH

MATRICULATION EXAMINATION will commence on MONDAY, SEPTEMBER 7th, 1914. Particulars may be obtained from the REGISTRAR, University Registry, Cathays Park, Cardiff, from whom forms of entry can be obtained. Applications for entry forms must be made not later than Monday, August 17th, 1914.

**BOSTON HIGH SCHOOL,
LINCOLNSHIRE.—BOARDING SCHOOL**

FOR GIRLS. Pupils prepared for all usual examinations. Large Houses and Grounds. Physical Culture a speciality. Large qualified staff and 60 boarders. This School is specially suitable for gentlemen who have to make their own way. Good positions secured. A good table is kept, and pupils are in constant personal connexion with the Principal. Sole charge from abroad. Prospectuses from PRINCIPAL, High School, Boston.

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years' experience in public and private schools requires work in September. Three years' scholarship at Slade School and Prize, and First-class Slade Certificate. Good discipline, and very successful. R.D.S. Examination results. Apply—M. CULLEY, 5 Paulton's Square, Chelsea.**UNIVERSITY OF ST. ANDREWS.**

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Principal—Sir JAMES DONALDSON,
M.A., LL.D., D.D.**OPENING OF SESSION 1914-1915.****UNITED COLLEGE.**

(ARTS, SCIENCE, AND MEDICINE.)

This College will be formally opened on Monday, 12th October, and the Martinmas Term will begin on 6th October for Students of Medicine, and on 13th October for Students of Arts and Science.

The Preliminary Examinations, with which the Competitions for Entrance Bursaries are combined, will commence on 11th September. Schedules of application for admission will be supplied by the SECRETARY up to 29th August.

The Subjects of Examination are:—English, Latin, Greek, Mathematics, French, German, Italian, Dynamics. Candidates may enter for five of these in the Bursary Competitions.

For Entrant students there are twenty-nine Bursaries open to Competition. Eighteen are tenable by men only (including the following:—Tenable for four years—1 of £50, 1 of £20, 2 of £13, 1 of £9, 10s.; tenable for three years—1 of £50, 2 of £40, 1 of £30, 7 of £20; tenable for one year—1 of £14). Nine are open to women only; they are tenable for three years, include 3 of £25, 1 of £20, and 5 of £15, and students who intend to enter the medical profession have a preference. There is one Bursary of £25 open to men or women students of any Faculty. One Malcolm Bursary of £25 for 5 years, restricted to Medical Students, is tenable by men or women. In addition to open bursaries there are twelve presentation and preference bursaries vacant.

For students of the Second year there are vacant:—Two Spence Bursaries of £30 each for the first year and £10 for the second year of tenure, for which women are eligible as well as men; and a Bursary of £30 for three years, another of £23, 10s. for three years, and another of £16 for two years, tenable only by men.

Two Bursaries—one of £46, and one of £20, each tenable for one year—will be awarded to fourth-year Honours students. Grants, not exceeding £20 each, may be assigned to Honours students (men or women) during their fourth or fifth year, and six grants of £20 each (attached to different departments of study) may also be assigned to students who, after completing a Degree curriculum, wish to train for Secondary School Teacherships.

In the course of the Session nine Scholarships for advanced study will be competed for, five of which are open to women students as well as to men. They include 1 of £80 for four years; 2 of £50 for two years; and 6 of £80 for one year.

ST. MARY'S COLLEGE.
(DIVINITY.)

This College will be opened on Tuesday, 13th October. The Examination for Bursaries will begin on Friday, 16th October. Intimation of candidature is not necessary. There are five competitive Bursaries vacant (including 1 of £40, 1 of £30, 1 of £24, 1 of £20, and 1 of £17, tenable for three years). There are also 4 presentation bursaries vacant. At the close of the Session one Scholarship of £50, one of £21, and one of £14 will be open to competition.

The Classes in the Colleges are open to Men and Women Students alike, and include Latin, Greek, English, French, German, Hebrew, Arabic, Aramaic, Syriac, Assyrian, Logic and Metaphysics, Moral Philosophy, Political Economy, Education, Mathematics, Applied Mathematics, Natural Philosophy, Chemistry, Zoology, Botany, Geology, Agriculture and Rural Economy, Modern History, Ancient History, Economic History, Sociology, Anthropology, Physiology, Anatomy; Systematic Theology, Biblical Criticism, and Church History.

Specimen Examination Papers and full particulars respecting the Courses of Instruction, Fees, Examinations for Degrees, &c., will be found in the CALENDAR OF THE UNIVERSITY, published by Messrs. WILLIAM BLACKWOOD & SONS, 45 George Street, Edinburgh.

Specimen Examination Papers for the Preliminary and Bursary Competition Examinations are published in separate booklets, and may be had from the SECRETARY, or from Messrs. HENDERSON, Booksellers, St. Andrews.

A general prospectus, as well as detailed information for the coming academic year regarding any department of the University, and particulars of the Bursary Competition, 1915 (which will be held in June, and embraces a new range of subjects) may be obtained on application to the SECRETARY.

ANDREW BENNETT,

The University, Secretary and Registrar.
St. Andrews, August, 1914.

UNIVERSITY OF EDINBURGH.

Chancellor: The Right Hon. A. J. BALFOUR, M.P., D.C.L., LL.D., &c.

Rector: Vacant.

Principal and Vice-Chancellor: Sir WILLIAM TURNER, K.C.B., D.C.L., LL.D., D.Sc., M.B., &c.

Secretary of Senatus: Professor Sir LUDOVIC J. GRANT, Bart., B.A., LL.D.

The **Winter Session** begins about the beginning of October and closes about the middle of March.

The **Summer Session**, except in Law, extends from about the middle of April to the end of June.

The University embraces **Six Faculties**, viz.: **Arts, Science, Divinity, Law, Medicine and Surgery**, and **Music**, in all of which full instruction is given and Degrees are conferred. There are many different avenues to the **Arts Degrees**, the graduation subjects embracing English, History, Modern Languages, Science, &c., besides Ancient Languages, Philosophy, Mathematics, &c. The wide scope of the Arts Curriculum permits of the Combination of Arts, Science, Medical, or Special Studies, and it has been shown by successes of Edinburgh students in the Civil Service Examinations that it is possible to combine study for Degrees in Arts, Science, or Law with preparation for this and other Special Examinations. In addition to the Ordinary and Honours Degrees in Arts, the Higher Degrees of D.Litt., D.Phil., and D.Sc. are conferred. Education in Military subjects is given in connexion with the Scheme of allotment of Army Commissions to Graduates of the University. Degrees in **Science** (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering, Public Health, and Veterinary Science**; and the Degree of B.Sc. in **Agriculture and Forestry**. There are fully equipped Science Laboratories, and other necessary appliances, in all these Departments. The curriculum in **Divinity** affords a thorough training in Theological subjects, and the Degree of Bachelor of Divinity (B.D.) is conferred. The **Law Faculty**, besides furnishing the professional equipment necessary for those intending to practise in Scotland, contains Chairs in Jurisprudence and Public International Law, Constitutional Law and Constitutional History, Roman Law, and Political Economy, as also Lectureships in other important branches of the Law, and is thus adapted for students preparing for the Civil Service Examinations, and for legal, political, and administrative appointments generally. The Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.) are conferred. The Faculty of **Medicine** has a full curriculum in Medicine and Surgery, and is equipped with very extensive Laboratories, and all other necessary appliances for Practical Teaching. Ample facilities are afforded for Clinical Instruction at the Royal Infirmary, Maternity Hospital, Royal Hospital for Sick Children, Hospital for Infectious Diseases, and Royal Asylum for the Insane. Four Degrees in Medicine and Surgery are conferred by the University, viz.: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.); and these Degrees qualify for practice throughout His Majesty's dominions, and for admission to the Naval, Military, and other Public Medical Services in the United Kingdom. A **Diploma in Tropical Medicine and Hygiene** (D.T.M. & H.) is conferred on Graduates in Medicine of the University, and specially approved Medical Practitioners who have resided abroad. There is also a **Diploma in Psychiatry** (Dipl. Psych.). A University **Certificate in Tropical Diseases** is conferred on qualified Medical Practitioners who have attended Courses in the University on practical Bacteriology and Tropical Diseases. In **Music** there is a full course of study for graduation, and the Degrees of Mus.B. and Mus.D. are conferred.

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Women may attend the Classes in Arts, Science, Divinity, Law, and Music, and they are admitted to graduation in Arts, Science, Law, Medicine, and Music, the training for Degrees in Medicine being afforded by well equipped extra-academical Schools.

Information regarding Matriculation, the Curricula of Study for Degrees, &c., the Examinations for Fellowships, Scholarships, &c., may be obtained from the DEANS OF THE FACULTIES, or from the CLERK OF SENATUS; and full details are given in the University Calendar, published by JAMES THIN, 55 South Bridge, Edinburgh—price 3s. 5d. by post. The Preliminary and Degree Examination papers in each of the Faculties are also published by Mr. JAMES THIN, viz.:—Arts and Science Preliminary papers and Bursary papers, 1s.; Medical Preliminary papers, 6d.; Degree papers: Arts, 1s.; Science, 9d.; Divinity, Law, Medicine, and Music, 6d. each. 1914.

By order of the Senatus.

L. J. GRANT, *Secretary of Senatus*.

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Principals:

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The Staff consists of Medical Lecturers and experienced teachers in every branch of Physical Training, including a Swedish Mistress from the Royal Gymnastic Institute, Stockholm.

GIRLS of good education are trained as scientific teachers of Physical Training to qualify them for appointments as Gymnastics, Games, and Health Mistresses in schools and colleges. The course, extending over two years, includes:—Physiology, Anatomy, School Hygiene, First Aid and Sick Nursing, Remedial Exercises and Massage, Swedish Educational Gymnastics (Ling's System), Outdoor Games (Hockey, Net-Ball, Cricket, Tennis, Badminton, &c.), Dancing (including Old English and Morris Dances), Swimming and Rowing, Organized Recreative Games for School and Play-Ground.

Diplomas and Gold Medals are awarded to successful students.

The demand for capable teachers of Physical Training is steadily increasing, and students of this College frequently obtain appointments before completing their training.

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Cases of spinal curvature or general physical weakness are received in residence, and treated under medical supervision.

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Prospectus from the Secretary.

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Three Years' Diploma Course of University Standard.

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BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD.

(President of the Ling Association of Gymnastic Teachers).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn-tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer.

For Prospectus apply—37 Lansdowne Road, Bedford.

THE INCORPORATED GYMNASTIC TEACHERS' INSTITUTE.

(Founded 1897.)

Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E.

THE Institute is an Examining

Body of Teachers of Gymnastics, &c., and Fencing, and its Membership, obtainable by Examination only, consists of Fellows, Members, and Associates.

The Institute also holds Examinations for Elementary School Teachers' Certificate for Physical Training.

Students are Trained as Teachers and for the Institute's Examinations.

Full particulars of the Examinations, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Principals of Schools and Colleges requiring Trained and Certificated Teachers of Drill, Gymnastics, &c., or Fencing, should apply to the Hon. Secretary.



THE INCORPORATED BRITISH COLLEGE of PHYSICAL EDUCATION.

5 & 7 Johnson Street, Notting Hill Gate, London, W. (Founded 1891.)

EXAMINATION for MEMBERSHIP (including the Theory and Practice of German and Swedish Educational Gymnastics), LICENTIATESHIP, and for the SCHOOL TEACHERS' DRILL CERTIFICATE are held thrice annually—in February, June, and November respectively, but additional (Local) Examinations for School Teachers are held under certain conditions. Separate Examinations in HUMAN PHYSIOLOGY and HYGIENE, Elementary and Advanced, are held in June. Full particulars to be obtained on application.

Education Committees, Schools, Colleges, and others requiring qualified INSTRUCTORS of either sex should communicate with

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For Ladies as Gymnastic and Games Mistresses, and Medical Gymnastic Teachers and Masseuses.

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FRANCE—continued.

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GERMANY.

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(Founded 1897.)

Headquarters: THE POLYTECHNIC,
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EXAMINATIONS for the Society's
Gymnastic Diploma, Elementary School Teachers' Drill Certificate, Swedish Physical Training Certificate, &c., &c., are held in March, June, October, and December.

College and School Principals requiring fully qualified Drill or Gymnastic Teachers should notify the Hon. Secretary.

Handbook and Syllabus may be obtained of Mr. F. G. TAYLOR, 12 Beverley Road, Chiswick, W.

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FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N.

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OCCASIONAL NOTES.

IT seems certain that the Defective and Epileptic Children Bill and Mr. Birrell's little Irish Bill will be the only pieces of educational legislation of any importance turned out this Session.

Parliament. The Education Bill will not be even introduced. Mr. Denman's School Attendance and Employment Bill, as we indicated in June, is doomed. Small additional grants only can pass Parliament this Session, but the early commencement of the next Session gives some hope that the larger grants which have been promised may become payable at the beginning of the next financial year. A cry of "Free Education in Danger" has been raised, but we cannot believe that there is any very serious peril. Section 5 of the Elementary Education Act, 1891, which the Northern Counties Education League regards as the charter of free education, was repealed by the third schedule of the Act of 1902, and the right to such education has since rested on the substituted clause, which made it the duty of the Local Authority to provide "a sufficient amount of public school accommodation without payment of fees." We agree with the League, however, that this clause is unsatisfactory. Some definition is needed. Does "sufficient" mean "sufficient for all who demand it," or "sufficient in the opinion of the Local Authority or Board of Education"? The statutory right of every parent to free schooling for his children, and the duty of every Local Authority to provide such schooling, ought certainly to be placed beyond all doubt and cavil.

MR. FRANK ROSCOE, we learn from the A.M.A., has been addressing the teachers of Durham on the Register. Doubtless he is imperfectly reported (he

**The Secretary
on the Register.**

can never have given Mr. A. D. Acland a knighthood), but, as he offered himself for a target, we should like to question some of his facts. As the pioneer of the movement for registration, the College of Preceptors alone is mentioned, but the College contemplated only the registration of secondary teachers, and it was the Teachers' Guild, in co-operation with the N.U.T., that first agitated for a Register of the whole profession, and it was on the initiative of the Teachers' Guild that Mr. Acland introduced "the former Registration Bill" (there were several). It is not the fact that "in 1906 the old Teachers' Register was declared to have been illegal from the start." It failed, moreover, not by reason of the composition of the Council, imperfect as that was, but because that Council had not a free hand, and could not alter, or even amend, the cast-iron conditions under which it worked.

BUT we will gladly leave the dead to bury the dead, and look only to the future. Mr. Roscoe assures us that the Register is alive and supported by every branch of the profession, but so far the elementary teachers, who must constitute two-thirds of the total, have contributed only some 16 per cent. of the 3,500 applicants. A vital point which the Council have yet to determine is when and in what form the printed Register is to appear. Mr. Roscoe calculates that ultimately it should include no less than 150,000 names, and that if such particulars were given as appear in the certificates issued to Registrars, this would require a volume or volumes of 4,300 pages, half as large again as the London Directory. But the Council may leave its successors to deal with a consumption not likely to be reached in this century, and Registrars will be disappointed, not to say aggrieved, if less appear than the bare record of attainments, &c., which in the certificates averages six lines. We cannot see what use it would serve to print a bare list of names.

**The Printed
Register.**

ON June 29 and the two following days the thermometer touched 90°, or nearly, in the shade, yet in the elementary schools work went on without any change. It is true that any intellectual effort became almost an impossibility, and that in most cases the children lounged through the afternoon at least. Still the pretence of teaching was maintained. It was heroic, no doubt, but it was not education. There is a limit to the principle that children should be taught to work under difficulties, and in this case we hold that the limit was passed. Here is one of the things which is managed better in Germany, where schools are dismissed when the mercury attains a certain level. This rule might well be copied in England. But why should we not go farther and alter the school hours during the summer term? Why should children always begin work at 9, whether the sun has been up for four hours or for one? In summer, schools might well open at 8, have a morning session till 12, with half an hour's play in the middle, and go on again from half-past 1 or 2 till 3, this afternoon period being devoted as far as possible to swimming, manual work, and organized games. In elementary schools at least, which draw nine-tenths of their pupils from within a radius of half a mile, early opening could cause no inconvenience.

**Schools in
Hot Weather.**

BUT it is not the elementary schools only which evoke our admiration or our pity. Secondary schools deserve a like tribute to their heroism. They too endure

Holidays in
July.

our fiercest heats magnificently—and to all appearance needlessly. July is certainly the worst month of the year for work, except perhaps August. Yet not only is the school term continued to the very end of July, but our chief school examinations are put in the same month. With a splendid indifference to external conditions teachers and scholars undergo the severest strain in the hottest weather. There is no particular reason for this. Schools might very well put their terms forward three weeks, and break up for the summer holidays about the end of the first week in July. Three weeks of September would be worth far more than three of July from the point of view of work. There should be no difficulty about the transference of External Examinations to the beginning of July. The only serious objection to the change is that it would entail a loss of three first-rate cricketing weeks. A heavy drawback, no doubt, but it really ought not to be allowed to outweigh the gain to work.

SCIENCE MASTERS and mistresses are the silent branch of the profession. They have to deal with things, not words, and they are not much given to the

Science and
Politics.

use of words. We are all the more glad, therefore, when a distinguished science master lifts up his voice in defence of his own subject. It is quite right that there should be schools where science occupies the first place. One such school is Oundle, which has just opened a new block of science and engineering buildings. The Head Master, Mr. F. W. Sanderson, to whose "inspired ideals" the Master of the Grocers' Company paid a tribute, is a believer not only in science for itself, but in science as formal training. In his speech he said that its correct study would enable boys to use intelligent methods when grappling with the social and political problems of the nation. This brings us face to face with the question we raised in these columns in June—the question how far training "spreads." Do people think more carefully about social and political questions because they have been trained to think carefully about chemical and physical problems? We believe that all intellectual discipline helps more or less to form habits of exact thought, but we see no reason for the view that the discipline of science is more helpful for the purpose mentioned than the discipline of literature and history. The gulf between chemistry and politics is too wide for training in the one to be very useful for the other. The methods of the exact sciences are of little value to the man who has to estimate the influence of laws on conduct or judge whether the season has come "to set the bounds of Freedom wider yet." The most that can be expected is that the boy brought up on science will think more exactly about the material and economic side of social questions.

MR. CHAMBERLAIN'S work for education in connexion with the Birmingham School Board and the foundation of Birmingham University would justify a reference to his death in an educational journal. But it is not of Mr. Chamberlain as an educationist, but of Mr. Chamberlain in himself that we are thinking. The

Prime Minister in the House of Commons spoke of him as a "new type of personality." Now "a new type of personality" is a rare figure in politics. In the nineteenth century there were, we think, six such in the first rank—Cobden, Bright, Gladstone, Beaconsfield, Parnell, and Chamberlain. These are the men who brought new ideas and new principles into politics; saw new visions; founded new schools; held up new ideals. The remarkable thing about these six original forces is that only one of them sprang from the great public schools, and he was the least original of the six. The great schools have sent a long succession of able men into politics, some of first-rate talents, but they have not produced original political geniuses or "new types of personality." The same phenomenon has been noticed in literature. The men who make a breach with the past and strike out for themselves into unknown country—the Carlyles, Brownings, and Merediths—are not the product of the public school.

WHY our geniuses turn up from any quarter rather than from our public schools is too wide a question to discuss in a note. Yet one remark we

Education and
Genius.

will venture to make, suggested partly by Mr. C. H. P. Mayo's article on the public-school Sunday, to which we referred in our last number. Mr. Mayo has a horror of loafing, and most schoolmasters, especially housemasters, share his horror. But genius needs to loaf; it wants some spaces of time when it can go its own intellectual way, wholly unchecked. If you stop loafing, you stop dreaming, and genius cannot develop without dreaming. Young men who are playing or working all day and every day cannot see visions. As Goethe said, character is fashioned in the stream of life, but genius is formed in solitude.

IN our last number we remarked that the practice of singing in schools seems to have little influence upon the practice of singing in the community. As it is with

Open
Windows.

singing, so it is with ventilation. Children have lessons in hygiene, and are carefully instructed in the evils of a vitiated atmosphere. They learn all about oxygen and carbonic dioxide. But this has but little influence on their habits in after life. The working classes have no active belief in the value of fresh air. At the meeting of the Association for the Prevention of Consumption this was the burden of many of the speeches. We do not blame the teachers; we have small belief in the value of mere instruction where hygiene is concerned, unaccompanied by the formation of habit. That instruction was forced upon elementary schools by the Board of Education acting under pressure from the doctors, as were, we may add, the generally condemned "physical exercises." But mere instruction does not influence the will. Much more hopeful than lessons in hygiene is the Women's Health Association, which is getting children to pledge themselves to keep their windows open at night. In the same way, the schoolmaster who can induce even half his class to use the toothbrush regularly is more useful than his colleague who can only give admirable lessons on dentition.

WE trust some means will be found to save the Mary Datchelor School from the threatened loss of the Clothworkers' Company's grant of £400 a year. The

**Mary Datchelor
School.**

history of the matter is this: the Board of Education has required the school to carry out a building scheme which will cost £15,000. The County Council has agreed to provide half of this, but the Clothworkers' Company, who manage the school, do not see their way to furnish the other half, and have consequently announced their intention to withdraw from the management. The position savours of comic opera. A school has poor buildings; therefore its income is to be reduced, so that it will have to engage inefficient teachers at inadequate salaries. Some way must be found out of the impasse. No doubt the school needs new buildings, but £15,000 seems a rather large sum. Certainly such a demand shows how much more highly bricks and mortar are valued in the work of a school than flesh and blood. Who ever heard of a school being threatened with extinction because it paid poor salaries?

THE Lancashire Education Committee is taking seriously the question of the falling off in the standard of "the three R's." They have approved a report of some length dealing with the subject, and making some important suggestions. Of these, perhaps the most far-reaching is the proposal that science, Nature-study, and colour-drawing should be taught only in those schools where a member of the staff is qualified to teach them, which is equivalent to saying that they should be taught only if they can be taught well. We do not know why the recommendation should include only science and art; history might well be added. Some drastic measures will certainly have to be taken with the curriculum; it is hopelessly overloaded. Subjects are taught by men and women who have only the most superficial knowledge of them. The result is sometimes cram, but probably far more often mere "chalk and chatter." The Lancashire report is valuable as a recognition of the facts that our elementary education is becoming too pretentious, and that the first duty of the schools is to lay a solid foundation.

WE have just passed "the roaring moon" of examinations, and many good teachers are feeling sore and angry. They resent examinations as an interference with their *Lehrfreiheit*. When-

Examinations. ever an enthusiastic schoolmaster reads a paper at an educational meeting on his pet subject, he demands two things as absolutely necessary to progress; the first is the abolition of books and the second the abolition of examinations. We sympathize with the ardent teacher, but we can only advise him to possess his soul in patience. It is not likely that examinations will be swept away, and it is not desirable that they should be. They give point and aim to school work, and they supply a much-needed stimulus to the many children who are not possessed with a thirst for knowledge. The absence of a definite objective for school work would be a heavy handicap to both teacher and taught. For one form that would gain ten would suffer, and in too many classrooms aimless talk would take the place of solid work. The abolition of examinations in elementary schools has been by no means an unmixed gain. Let secondary teachers aim at improving the popular tests rather than doing away with them.

THE pamphlet on Greek at the Perse School issued by the Board of Education gives us a picture—not always very clear in outline—of how the language

**Greek at the
Perse School.**

is there taught by means of oral work—reading, paraphrase, summary, and other free composition. The boys begin Greek at fourteen, after having learnt French and Latin on the same system for about four and two years respectively. They have at first a lesson of three-quarters of an hour every day; later on they get some seven hours' Greek in the week. Some remarkable results are achieved. Of five boys who formed the Remove in one particular term, four won open scholarships, two of them at the age of seventeen. The specimen compositions reach the level of the best public school Sixth Form. At the same time, we are told very little about the achievements of the rank and file. Under the old system it is no uncommon thing for able boys who begin Greek late to reach scholarship standard in three or four years; it is the average boy who so constantly fails. The Report certainly shows—though even this is no new discovery—with what ease boys learn a third language when it is taught by the same methods by which they have already acquired two. In one point the pamphlet is disappointing. We read nothing about the study of Greek history or of Greek thought. We are told, indeed, that one of the aims of the school course is to help boys "to appreciate and enjoy the literature," but that does not tell us very much. The impression left upon our minds—perhaps a wrong one—is that *Sprachgefühl* is what is aimed at, almost to the exclusion of everything else.

A STRONG appeal on behalf of the Art for Schools Association is being made by the President, Sir Sidney Colvin, Mr. Lionel Cust, and Miss Lyttelton.

**Pictures for
Schools.**

Subscribers have fallen off, doubtless under the impression, partly justified, that the work which the Association initiated is now adequately performed by commercial firms who cater for schools. But a new and important phase of the Association's work has since been brought into being. Thanks to the friendly offices of the Victoria League and other sympathizers, school managers and teachers in the dominions beyond the seas, the Colonies, and even in India, have begun to consult the A.S.A. as to suitable prints and wall-pictures, and to plead for donations for poor schools. Such applications have been received from the Transvaal, Rhodesia, Cape Colony, Canada, Australia, and New Zealand. Unfortunately, the finances of the Association are wholly unable to meet these new demands, and it is in urgent need of £500 to clear off liabilities and pursue its work of educating the children both of Britain and of Greater Britain by familiarizing them with works of art and beauty. Subscriptions and donations should be sent to the Secretary, A.S.A., The Settlement, Tavistock Place, W.C., where the Association's pictures are on view daily from 11 to 4.

THE Fourth International Congress on Home Education will be held in Philadelphia from September 22 to September 29, under the patronage of the President of the United States. Secretaries have been chosen in most of the countries of Europe. The Honorary Presidents include M. Lavis, Director of L'Ecole Normale, Paris; and M. Liard, Rector of the Academy of Paris. Sir Robert Blair, Educational Officer of the L.C.C., is a vice-chairman.

LOCAL AUTHORITIES.

It is gratifying to reflect that, after disregarding the physical condition of children compelled to attend school for many years, we have at last awakened to the fact that it demands serious attention. It is not to be supposed that this new development of

public service can be inaugurated without difficulties, disappointments, and mistakes; on the other hand, it is probably wise to recognize that it is a service capable of the widest extension, and that such extension is inevitable. If it is to be worth doing it must, ultimately, be done thoroughly, for it is a case where half-hearted measures must prove almost entirely unproductive. These observations are suggested by the able report of Dr. George A. Auden, the School Medical Officer to the City of Birmingham Education Committee. The year under review, he says, has been marked by two notable advances in the direction of treatment—viz. the initiation of dental treatment and of a scheme for operative treatment of tonsils and adenoids. Further, the treatment of certain minor external ailments has been tentatively begun in various sub-centres. These developments, Dr. Auden suggests, may be said to mark the close of the first phase of the evolution of the school medical service.

REVIEWING the development of the School Medical Department

since its inception in September, 1908, it is shown that the staff, excluding the School Medical Officer, has increased from three assistant officers and three school nurses to six of the former and nine of the latter, and the service is now organized to secure a regular sequence of effort—viz. (1) medical inspection of children on entering and leaving school; (2) following up of individual children found defective and facilities for special examinations at the clinics and in the schools; (3) the special recording of tuberculous, epileptic, physically handicapped, and ringworm cases; (4) treatment of eye defects, teeth defects, tonsils and adenoids, ringworm and external minor ailments; (5) the general guidance in the choice of a suitable work on leaving school. As Dr. Auden says, while there exist gaps and weak places in the scheme as outlined, the provisions form a framework which can be strengthened where experience shows the need. "The first stage of development has been constructive, the second must be co-operative, and every effort must be made to correlate the work of the school medical service, not only with the general march of educational administration, but also with all the ameliorative agencies which are already at work in dealing with child life."

THE report contains the results of a detailed inquiry into the

question of the employment of school children out of school hours. The returns show that 9,131 children were employed: 5,748 in running errands, 1,825 as domestic helps, and the remainder in various other occupations; while 2,012 children were employed under 10 hours a week, 2,585 were working between 10 and 20 hours, 2,145 between 20 and 30 hours, and 1,725 between 30 and 40 hours; the remainder being at work (in addition to the 27½ hours a week in school) for still longer periods. This condition of affairs, it is pointed out, renders nugatory much of the ameliorative effort of the Education Committee. It is suggested that if by-laws are proposed to regulate this employment the question of the systematic carrying of heavy weights by children and young persons merits very careful consideration. Regarding the difficulty of enforcing a by-law on this point, owing to the variation in physical development of children of the same age, Dr. Auden proposes, as a satisfactory basis, a standard proportion between the body weight and the weight permitted to be carried. A convenient proportion would be, he says, one-third of the body weight for boys and one-fifth of the body weight in the case of girls.

IN a prefatory note to the Report of the School Medical Officer

for Leeds, the Secretary for Education points out that, during the past five years, the medical inspection of school children in Leeds has entailed an expenditure of £9,611, towards which the Government contributed a sum of £873. This condition of affairs, which is not, of course, peculiar to Leeds, is a standing grievance of Local Authorities. Dr. Algernon Wear, the School Medical Officer for Leeds, is able to report that the number of cases treated as the result of the routine medical inspection are, on the whole, satisfactory. The total percentage, however, is not quite equal to that of the previous year, being 69.9 as compared with 72.2. He regards as the most unpleasant feature of his record that 28 per cent.

of the children examined were in a dirty or verminous condition, a state of things which is not only deplorable, but preventable, and one from which much ill-health and consequent loss of mental efficiency result.

THAT medical inspection is of little value unless the children who

West
Sussex.

are found to have defects are treated is generally recognized, and in cities and urban areas it is not difficult to organize the necessary facilities. It is, however, a much more troublesome and costly business to provide remedial opportunities in administrative counties. The West Sussex Education Committee has devoted some attention to this question, and has adopted a comprehensive scheme providing for the further examination of defects of eyesight, the operative treatment of adenoids and enlarged tonsils, dental treatment, the X-ray treatment of ringworm, and of minor ailments such as common skin diseases, discharging ears, minor external diseases of the eyes, and uncleanness associated with pediculosis. The scheme provides for the appointment of an additional whole-time medical officer, a whole-time school dentist and six school nurses, and for the establishment of five school clinics. It appears, however, that the Committee proposes to utilize private surgeries as well as school clinics—an arrangement which is not favoured by the Board of Education. The Board is also of opinion that the proposed rate of payment of £2. 7s. per case for operative treatment in cases of adenoids and enlarged tonsils is excessive, and they decline to sanction it. At the meeting of the Committee the Chairman of the responsible Sub-Committee thought it was most unfortunate that the Board of Education should object to the payments to the doctors and hospitals, and their intervention in arrangements carefully considered by responsible people fully acquainted with the local circumstances appears to be untimely and ill-advised.

AT a recent meeting of the Truro and Falmouth Education Com-

Elementary
Education.

mittee there was some discussion on the results of the national system of elementary education. One of the members said he had met a family of seven brothers not one of whom could read or write. Another witness said that, of eleven boys who had passed the seventh standard, three only were able to spell "Jeremiah." The Chairman related that, on the bench where he presided, he frequently had the shame of seeing witnesses unable to read the terms of the oath printed on a big card. A representative of the teaching profession who, presumably, spoke as an apologist, said he had a boy in his school whom it took two years to teach to count 20. He also knew of a boy who took seven years to learn the alphabet, but who turned out to be one of the greatest men in America. By way of summing up the debate, the Rev. F. F. Savage is reported to have remarked: "I think this is a strong argument in favour of the reduction of teachers' salaries."

AT the June meeting of the Lancashire Education Committee a

The Lancashire
Inquiry.

further report was presented concerning the curriculum of elementary schools and the educational progress of children. It will be remembered that a report was issued on this question about twelve months ago and referred to a Sub-Committee. The Sub-Committee has conferred with head teachers of elementary and secondary schools, H.M. Inspectors, and has also addressed inquiries to a number of employers. It is pointed out that on January 31 there were 151,260 children in the elementary schools maintained by the Authority. Of these 4,727 (3.13 per cent.) were thirteen years of age, 346 (.23 per cent.) were fourteen, and 23 (.01 per cent.) were fifteen years of age. Put in another way, there were about 17,000 children of eleven years of age. If none had previously left school this number would have left at, say, fourteen years of age. Instead of 17,000 there were 369. This is due to exemptions under the attendance by-laws, and, it is stated, no resolution has been received from any Local Area Committee in favour of the abolition of the exemption certificates, but some recommendations to make them more easy of attainment have been rejected by the County Committee.

THE evidence before the Committee leads them to the conclusion

General
Conclusions.

that children have a more general interest in their lessons than formerly, possess a wider outlook, and are consequently more intelligent. The introduction in the upper standards of woodwork and gardening for boys, and of domestic subjects for girls, has been, it would seem, an undoubted advantage. It, however, appears to be the opinion of a considerable number of those who are qualified to give a sound opinion that there is not the degree of thoroughness in

reading, handwriting, spelling, and arithmetic which it is necessary the scholars should possess when they leave the elementary schools. Irrespective of the question whether there has or has not been deterioration, it seems to the Committee to be desirable that greater stress should be laid upon the need for a high standard of efficiency in these essential subjects. The Sub-Committee makes a series of recommendations regarding teachers, time-tables, school methods and reports, which will no doubt prove of assistance in securing the object in view.

THE deputation representing the Association of Chambers of Commerce, which was received privately by the President of the Board of Education, voiced the opinion of the resolution passed at the Annual

To revive Examinations. Meeting, to the effect that all elementary schools, where the work is on inspection found to be unsatisfactory, should undergo a full examination by the Board's inspectors in the year following, and yearly until the Board is satisfied with their work. It is doubtful whether the Board would be prepared to adopt this stimulus to effort, but it is stated that in his reply to the deputation Mr. Pease "fully reviewed the position," and that his visitors were satisfied with the response made to their representations.

AN interesting report on the after careers of County Council University Scholarship holders, 1894-13, has been issued by the County of Salop Education Committee. It is recorded that the award of scholarships commenced in 1891, when a modest sum of three guineas was given for dairy instruction. The sum has now grown to an average of £4,600 per annum. Since 1894 the County Council has awarded 58 scholarships and 15 exhibitions, each of the value of £50 per annum, tenable for three years at some approved University. Regarding the professions adopted by the scholarship holders, 33 per cent. were scholastic, while engineering, chemistry, and agriculture have each taken 8 per cent.; medical and clerical are both credited with 7 per cent., and the Civil Service 4 per cent. One of the former County scholars is one of H.M. Inspectors of Schools and another an Inspector of Factories.

SCIENCE NOTES.

THE Annual Report of the Director on the work of the Science Museum and of the Geological Survey and Museum has just been issued, and it is of interest to note the increasing usefulness of the "Teaching Collections." The records for 1913 show that, while many class visits called for no help from the Museum staff, special services were given in connexion with 2,822 school pupils in 155 classes. It may be mentioned that some of the objects may be removed from their cases for demonstration either in the galleries or in one of the small classrooms attached to the Museum. From our own observation, recent discussions among science teachers appear to favour an extension of the small classroom method, but without superseding the general survey, which is possible only in the gallery itself.

WE believe that in the medical profession it is regarded as a sin against professional ideals and practice for a new treatment to be successfully adopted without publication in medical journals or societies; thus individual experience is brought into the common stock, to the benefit of all. We think that science teachers would show equal readiness to share with their *confrères* the advantages of new methods of demonstration if more facilities for publication and criticism were easily accessible. Perhaps the Education Society recently founded by the Teachers' Guild will take up this question, which, of course, affects all branches of the curriculum, although the need is most evident in science.

THE current issue of *Science Progress* contains a variety of articles, and is of special interest to geologists and bio-chemists. Mr. Arthur Holmes discusses the distribution of radium and other radioactive elements, and it is interesting to note that thorium is probably as effective in warming the earth-crust as radium, in virtue of the greater abundance of the former metal. It has long been known that, if the whole interior of the earth were as radioactive as the

outer layers, the earth would be rising in temperature—indeed, it could never have cooled. The existence of radium emanation has been demonstrated in the sun's chromosphere and in certain stars, so that there is fairly strong evidence that radioactivity is not inhibited by a temperature of 6,000° C. Mr. Holmes favours the view that the percentage of radium, uranium, &c., diminishes as the depth below the surface increases.

THE Royal Society of Edinburgh, and Prof. C. G. Knott individually, are to be congratulated on the response made by educational institutions and by individuals in all parts of the civilized world to their appeal for a worthy celebration of the tercentenary of John Napier. By exhibits of historic apparatus and relics, including "Napier's Bones" (numbering rods), and by demonstrations of the latest calculators, the advance made in three centuries was shown in a striking manner. The number of foreign savants present testified to the importance of the celebration.

SIR CLIFFORD ALLBUTT has done well to publish an account of the influence of Bernard Palissy in promoting by brilliant example the method of inquiry by inductive reasoning, experiment, and observation. After the Greeks, the real founders of the experimental method of inquiry were Roger Bacon, Bernard Palissy, Gilbert, and Galileo. While ranking high as a literary artist, Francis Bacon has no claim to respect as a man of science. Palissy's triumph as a potter is one of the dramas of human history: it is realized by few that this great artist was a discoverer and teacher of quite the first rank in chemistry, mineralogy, geology, and agriculture. Born in 1519, he was cast into the Bastille as a dangerous heretic at the age of eighty. He endured a year's imprisonment before death effected his release.

THE July number of *The Illuminating Engineer* contains the interim report of the joint committee founded by the Illuminating Engineering Society. This Committee reported in 1913 on the Artificial Lighting of Schoolrooms, and now deals with the more complex question of the Daylight Illumination of Schools. The report contains much careful work, and we hope will be widely read. First in a summary of suggestions is "No place is fit for use as a schoolroom when diamond type cannot be read easily by a normal observer at a distance of half a metre (20 inches)." In connexion with this and other suggestions, the Committee desire considerable numbers of confirmatory tests. The subject is one to which we would again direct the attention of science teachers, especially of those desiring to undertake useful research in a subject connected with physics on the one hand and school hygiene on the other.

THE TEACHING OF CIVICS FOR THE FUTURE CITIZEN.*

By CLAUDESLEY BRERETON, M.A.

THE late Michel Bréal, in one of his lectures on "Semantics," indicated the wide range of meaning that the word *civitas* and its derivatives have undergone. Originally signifying the individual inhabitants of a town, or the body of citizens, it has successively denoted the community, the State, citizenship, the franchise, the city (French *cité*) in all its metaphorical, cultural, and material senses, including that of a mere collection of buildings. Now it seems to me, if we are to avoid the not uncommon mistake of making the teaching of civics to mean mainly instruction in the mere machinery of government, we must interpret it in the largest sense of citizenship, whether local, national, or even imperial. We want, in a word, to foster in our schools some sort of local, national, and even imperial patriotism, and, when I use that much abused word "patriotism," I use it essentially in its positive signification; that is, of feeling a pride and interest in one's locality, or in one's country, which does not necessarily connote a contempt, or even a dislike, of one's neighbour's. A Devon

* A paper read at the Conference on "The Next Steps in Education," at London University, on June 19, 1914.

who is proud of Devon need not necessarily, and does not as a rule, despise other Englishmen. There is no harm in thinking one's native place the finest in the world, or at least in loving it the best, provided one thinks that others are also fine. Such comparisons are not odious so long as they do not deepen into contrasts. A Frenchman once said to an Englishman, "If I had not been born a Frenchman, I should like to have been born an Englishman"; and the Englishman replied, "If I had not been born an Englishman, I should like to have been born one." These two sayings illustrate in a nutshell the proper pride I am advocating here, and the pride which all teachers of true patriotism should avoid.

At the present time the need of civic instruction seems on the increase. No country is more sensitive to coming world-changes than France, and civic instruction has for some time been a branch of moral teaching in that country. At the first it was far too abstract, dealing mainly with such subjects as the machinery of government, the *suffrage universel*, the ballot, and the political organization of the country. Now, as moral instruction in France has become less individualistic and more social in character, civic instruction has, I believe, been largely absorbed into the general teaching of morality, which itself has been shifted on to the more secure basis of solidarity as its fundamental doctrine.

I should be the last person to wish to see a wholesale copying of the French program in England. What is important is the spirit of the matter. A Japanese once said to me, when explaining the extraordinary tolerance shown by the Japanese to Shintoism, Buddhism, and Christianity, "We do not trouble much what dish we eat off provided the food is to our taste." I think we should be equally tolerant towards the dinner service employed in education. So, while some Local Authorities may desire a definite scheme of moral and civic instruction, others might very well prefer to leave it to the class teachers to incorporate it in their simple Bible teaching, in which the teacher has by tradition established to a certain extent the right of having heart-to-heart talks with the children, which is not always so easy in other subjects. Not that the spirit of civism should not penetrate to other subjects, but in many cases the traditions are not ready to hand as in the case of the Scripture lessons. Civics is, in fact, no novelty in our schools. And I should like here to emphasize our great, our enormous, debt to the elementary teachers in our big towns. It is thanks to them, and them in the main, that our lost ends and slum lands in general have not become Bowerys and Alsatias.

One or two secondary schools throughout the country are giving their pupils definite courses in social science and civics, notably the William Ellis and the Northern Polytechnic, and I would mention that the Head Master of the former is about to publish the results of twenty-five years' teaching of the subject. I cannot help feeling that many of our large secondary schools would be all the better in their upper classes for certain definite discussion of social and civic questions, such as figure in the philosophy program of the second year of the French *baccalauréat*. That the younger generation in England are evidently athirst for such knowledge is shown by the fact that the history schools in the two Universities of Oxford and Cambridge contain in each case nearly double the number of students compared with those in any of the next most popular schools, the Classical, Science, and Mathematical.

And now let me come back to my first thesis, the need of fostering local as well as national patriotism. There are many reasons for such a policy. First, because the citizen should not be merely a voting machine. He should take an intelligent interest, if not an active part, in the civic life of his locality. We have somehow got to restore to a far higher degree the sense of *community* in this country. We cannot expect, even in these days of scientific labour-saving, to get our citizenship duties entirely done by deputy. Again, I am more and more convinced that, with the average pupil of only average imagination, the astounding ignorance he shows after leaving the secondary or elementary school is due to the fact that the knowledge which he is supposed to have acquired has never really been *realized* by him. By memorizing, he retains portions

of it for awhile, but, having no abiding root in his experience, it drops out more or less completely. Our problem in the future is to make the pupil realize his knowledge, and this is best done by linking it, when possible, to the concrete surroundings of his daily life, or by making it appeal to his sense impressions by objects, pictures, and diagrams.

To take an extreme instance, it is little good giving a lesson on the river system of India to a child who has never seen the Thames or any other river. A very skilful teacher—and only those who have seen our teachers at work know how skilful they can be—may very well interest the children in the subject at the time; but the average child, even if he has understood for the moment, soon forgets unless there is some concrete underpinning of his knowledge.

It is just this concrete underpinning that, in the earlier stages, is so essential to the teaching of civics. Nearly every locality has, at some time or other, had its glorious moments in history, and to bring these home to the children I know of no better means than the school pageant when based on local history, which also possesses the inestimable benefit of getting the children who take part in it to co-operate for a common aim. Only two years ago, one of the Council's secondary schools in Hackney gave a pageant dealing exclusively with Hackney. I am not ashamed to confess, as a non-Londoner, that I had no idea that Hackney, whose name suggests rather the dull and the trite, had had such an illustrious past. In every child who acted in that pageant—entirely, be it noted, composed and designed by the school staff—the civic spirit, that draws not a little of its strength from a conscientiousness of the past, must have been inevitably quickened. For remember there are two communions almost equally important to the civic spirit—the communion with the past, whether it be with saints or with heroes; and the communion with the present, with our fellow citizens.

This communion with the past may be further fostered by visits to places of historic interest within the area, or if subsequently a larger area like London itself be taken, it should embrace visits to the principal public buildings and also to the museums and picture galleries which are at length being treated as treasuries of historical documents instead of as national lumber rooms and curiosity shops. Perhaps one day we may see in our schools, whether in Leeds or Liverpool, a Leeds day or a Liverpool day according to the area in which the schools are situated. If Empire day is supposed to be so productive of good, why should not a Leeds day or a Liverpool day within their respective areas be equally efficacious? What the young imagination conceives, abides as a memory in the old.

Visits to places of public interest, and history—and to a less extent literature—should help to form, with or without direct lessons on civics, that larger patriotism known as national. Here, again, the history, by means of simple dramatizations or *Realien* facsimiles of original documents, pictures of costumes, events, &c., should be made as real to the child as possible. It is, in fact, just in such matters as the illustration of history that the much abused cinematograph might be utilized for reproduction of historical scenes and pictures. There are, however, some real lions in the path as far as history is concerned. It is, I feel convinced, whether for good or ill, likely in the near future to lose its present somewhat rigid stratified form and assume the far more difficult and unstable aspect of past politics, as Lord Acton called it.

We are beginning to see that the last word does not rest with the Whig historians, who dominated the seventies and eighties of the last century, and to whom Parliamentary history seemed nearly the end-all and the be-all of national history. Sociology is more and more coming to the front. Again, there is a growing feeling that history has been written too much from the point of view of the *classes dirigeantes* rather than of the working classes. I could imagine, for instance, that a history of England as issued by the Fabian Society would be somewhat different in tone, spirit, and conclusions from that of Macaulay or Gardiner. The day that democracy demands that the history taught in our schools should take a larger account of democratic movement, I fore-

see the possibilities of difficulties arising which may far exceed our so-called religious difficulty. That day is not yet, and perhaps the best way the teacher can prepare himself for or against its advent is by trying to set before his pupils (and I am thinking principally of the secondary schools) the pros and cons of each constitutional struggle without endorsing the hitherto widely accepted opinion that the side which won for the moment was always in the right, but rather leaving it to his pupils to decide for themselves, even if, like Cato, they opt for the beaten side. I hold that every age has a right to revise its historical judgments, and, right or wrong, it undoubtedly does so; but I hold almost equally strongly that children should be taught tolerance to the extent of respecting at least the sincerity of the beaten side. The cocksure spirit engendered by some history teaching is hateful.

I have alluded to Empire patriotism, though, as you all know, the citizenship of the British Empire is a singularly imperfect thing compared with the Roman, or even its modern counterpart the French. Of world patriotism or citizenship our notions are still more imperfect.

As regards teaching the more formal details of government, while I am not opposed to a certain amount of informal teaching, as the occasion may arise, around, say, such a question as a demand note for rates with which many town children at least of the shop-keeping class are more or less acquainted, we must first cultivate the spirit of local and of national patriotism. Once imbued with such sentiments and ideals the children will naturally come to see that the apparently arid and often unintelligible details of local and national government are the best means so far devised for giving scope and play to the civic spirit and its aspirations towards freedom and well-being. They will, therefore, be the more ready to take an earnest and even an intense interest in them, as they realize the underlying reasons for their creation and existence, all the more so as the English generally have an inordinate appetite for facts.

And, to quicken this communal spirit, there seems no better method than to arouse the sense of community and self-government within the school itself. Without turning every school into a George Junior Republic, the promising experiments in self-government in elementary schools in Warwickshire, London, and elsewhere and the prefect system so well established in our secondary schools, in spite of certain admitted drawbacks, do really appear to develop in pupils a sense of responsibility and of communal spirit which are essential to every self-governing democracy. I have been particularly struck when, interviewing recently several hundred candidates for the teaching profession, they have told me what a revelation life in the training college had been to them of the existence of communal duties and responsibilities. I know that in some cases, especially in secondary and University education, this school patriotism is liable to take too much of a caste form; but, even in this case, no one will, I think, contend that such patriotism is not better than mere blind self-seeking individualism.

This paper may seem rather vague and indefinite, but, in a matter like the present, it is essential to begin at the right end. To put my beliefs in a nutshell, I do not believe that civics is to be inculcated on the rising generation by ramming down their throat a set catechism, or by elaborate lessons on the machinery of government: these should come later. The first thing to do is to stimulate the interests, the imagination, and the emotions of the pupils in respect to the locality and the nation in which they live, to give them, in fact, ideals rather than mere ideas. If this is brought about, then the more formal instruction in the machinery of government will be more or less easy to effect, while, as regards a definite syllabus in the subject, the matter should be left to local option.

AN Examiner sends us the following howler from an unseen headed, "Gallio, Proconsul of Achaea":—"Il portait sur lui, même à la chasse, ses tablettes de cire et son stylet": "He took with him, even out hunting, sticks of sealing-wax and his fountain pen."

MYSTICISM AND SCHOOLBOY RELIGION.

BY A PUBLIC-SCHOOL MASTER.

IN a recently published volume of School Sermons, the Head Master of Repton has defended the introduction of some topics which are not usually considered to be within the grasp of the schoolboy intellect on two grounds: (1) that schoolboys understand a great deal more than they are given credit for understanding; (2) that there is a strong element of mysticism in the youthful mind, as there might necessarily be expected to be at a time when emotions are strongly developed. Of these pleas, the second is distinctly more convincing than the first. Head masters are, as a rule, better acquainted with the minds of their senior boys than their junior—or, it would be more accurate to say, of their upper boys than of their lower, seeing that age and place in the school do not correspond, even roughly, at a public school. Now it is true, even of a fourth form boy, that there are areas of intelligence and sources of mental activity which are too often overlooked, and which, when given a chance of asserting themselves, will take away the breath of their ordinary instructors with astonishment. I have known the most marvellous feats of authorship to proceed from boys who at their Latin or even French are not only dull or indolent, but actually impotent and helpless in the face of the very plainest, and what would appear the most common-sense, problems of language. Creative evolution is often at work in the mind of the individual when the analytical intelligence seems wholly lacking. But on the whole, and in the average case, it is on the material problems of the external world around them that their intelligences work most readily. Anything to do with an aeroplane or motor-car not only rouses their interest, but also draws them on to understand and master the mechanical complications involved by those inventions. Even if they are not poets, they will be fired by the external features of Nature—colour, motion, and incident; and indeed this is only healthy and natural and what one would expect. Anything like symbolism is to the normal boy-mind an unknown and unintelligible tongue. But symbolism is the language of the mystic, and it is not easy to see how anything which can be called mysticism, in something approximating to the true sense of the word, can exist in a mind which is incapable of symbolism. In the proper sense, mysticism is the immediate (*i.e.*, unmediated) apprehension of the Divine, and the very essence of mystical experience is that it can give no explicit account of itself; it can only dimly suggest its meaning by symbol and metaphor. For directly communicable knowledge is always of the outward and of that which can be expressed in terms of the senses; whereas mystical knowledge is wholly inward and incapable of exact or direct expression. So far as it is embodied in external facts, the fact, as such, is only important as a vehicle of an inner meaning; it is often indifferent, for mystical purposes, whether it is fact or fiction. Now to the junior schoolboy nothing matters but external fact. He treats the Bible, Old and New Testaments alike, with the most faithful literalism. If he is a believer in verbal inspiration, it is not as a theological doctrine that he believes it, but as an assumption which underlies all printed matter, except such as plainly announces that it is fiction, and even in the latter sphere he expects all the setting to be strictly in accordance with reality. His history and geography books must be verbally inspired, or they are naught. If historians differ, they have no business to do so. Their proper function is to agree.

This is the difficulty which besets modern Bible teaching. If we take all the divine commands of the Old Testament to have been literally and directly given as recorded, the resulting conclusions as to the character of God are not satisfactory; but if we suggest that they were not directly and literally given, like orders from a general to his brigade, but rather represent the best conduct known to that generation, then, argues the fourth form mind, the Bible is no good at all. It said so, and it ought not to have said so unless it meant it. If we may

judge by Mr. Temple's own sermons and other published writings, the kind of Biblical instance which he thinks that mysticism may legitimately make its own is the Ascension. Here for the mystic, young or old, the question of material fact must be the less important thing. The exaltation of the Christ as apprehended by the "spiritual," not by the "sensual," man, as St. Paul would put it, is the real thing. But to the schoolboy the question of fact, of space, of historical and scientific truth *seems* at any rate to be the point, and the only point. At any rate, if he is not satisfied about that, he is not satisfied at all. That the question whether the body of the risen Master is in space, and is or is not capable of being in two places at once (as the Articles quaintly put it), should be only of secondary importance, is to him the heresy of heresies. We feel therefore that any treatment, whether in sermon or classroom, which does not deal with fact as fact, will not make much impression below the sixth form, and perhaps little even there; and we are inclined to doubt whether Repton is any exception to this general rule. But that is not to say that there is no mystical element in schoolboy religion. It is possible that Mr. Temple uses the term as identical with religious emotion, and possibly he is right in so doing; for certainly there can be no mystical religion without religious emotion, though perhaps it would be unsafe to commit oneself to the converse statement. But anyone who has passed from the sphere of literalism to that of symbolism in religion must be aware that his literalism was tinged with emotion, perhaps with mystical emotion, though he was unconscious of it. The most formal of Pharisees is probably not without that experience. What the literal mind cannot do is to dissociate the two elements, so as to enable the fact to be viewed as a symbol, whether it be true or not. Not that the truth of fact is wholly a matter of indifference; no great religion was ever founded save on a quite solid substratum of fact. The absence of fact from its symbolism was the weakness of Greek religion and its presence the strength of Hebrew. But the inability to separate fact and symbol is a characteristic of all primitive religion—even the most mystical. It is as true of the earlier Christian mystics as of the Mana-cults of Polynesia. Indeed, Mr. A. A. Jack may be right in his half-serious suggestion that there is no religion but primitive religion.* And in this, as in so many other respects, the boy-mind is the mind of the primitive race, both in its strength and in its weakness. Its enthusiasms are whole-hearted, even to fanaticism; its devotion to literal truth is ineradicable. I once discovered that a boy of fifteen or so regarded all the symbolism of the book of the Revelation as literal fact. There was the dividing river, the gate of a single pearl, and everything else plainly existing. One has to be careful lest, in one's eagerness to establish the truth of fact, one destroy the truth of poetry in such cases, for it is better far to have in mind the conception of the Holy City, the New Jerusalem, coming down from Heaven as a bride adorned for her husband, and regard it as a fact destined to happen just as described, rather than to be able to conceive of no New Jerusalem coming down at all. The spirit must live, even if it requires that the letter should live with it too.

Mr. Lunn, in "The Harrovians," records of his hero that the emotion inspired by Confirmation could not compare with that of his first sight of snow mountains. Possibly he himself had been unlucky in what he experienced in the former respect. To many the two things will seem distinctly comparable, and to resemble one another in being religious; but his criticism of the ceremony of Confirmation in a school chapel has some truth, especially when applied to school addresses and services generally. The tendency of the modern sermon to schoolboys is to be strictly and severely ethical, only tinging the exhortation to virtuous living with here and there a spark of divine fire, as we are pointed to the perfect pattern of all virtuous living. The ideals of service, of school government, of self-discipline are all faithfully and well set forth, and sin is duly denounced. But somehow, speaking for myself, I find that they leave me

singularly cold. It is not so much that they are too negative. There used to be a tendency to speak of things not to be done, without laying sufficient emphasis on the prior duty of finding the right things to do and doing them (and without this the effort not to do will be strained and ineffective, and possibly morbid). But that fault is disappearing with the strengthening of the social ideal in school and nation. What is wanting is something of Promethean fire from Heaven. With all their literalism and externalism, boys can quite well feel that the oneness of mankind, as of school, is not merely a matter of a single round globe or a collection of buildings within a single wall, but of a real indwelling and sustaining spirit, whereby they cry "Abba, Father." Mr. Temple did well to be bold and deliver a series of sermons based on the idea of the Incarnation; only let us make it plain that we intend to be concrete when concrete and abstract when abstract. If we wish to employ fact as symbol, let us not leave our boyish audience in doubt whether we mean that it is fact or not.

Lastly, it is no less important that the whole service, hymns, canticles, prayers, should embody the qualities which properly belong to the religion of a boy. There should be no vagueness, no morbid introspection, no negation, and (but this leads into questions which there is not room to discuss here) no more repetition than is necessary. The conditions which determine how far it is possible to deviate from the actual services of the Prayer Book may differ in different school-chapels. The danger is that we should think we are catering for the spiritual needs of boys, when we are really providing food for adults. Liturgicalism corresponds to a real need of the adult soul; but, just as it is a feature of the adult rather than the infant Church, it does not so adequately fulfil the religious needs of boys. Boys want novelty and originality, not traditionalism. They have too much of that in their ordinary school life. If the Litany is the best and finest of universal petitions, it is yet not one into which boys can enter much. Its repetitions seem to them not emotional or heart-felt but fatuous; they suggest, not cumulative power, but inarticulate impotence. Again, their hymns must be positive and spirited and concrete, not abstract and devotional, nor, above all, negative and of low vitality. Hymns of low vitality are such as tell us that

With low sad voice He calleth thee,
"Leave this vain world and follow Me."

Not thus would the Master have spoken to schoolboys, and they know it. But if unrealities of this kind can awake no response in a boy's heart, Dr. Butler's "Lift up your hearts" can, and so can Wesley's "Forth in thy name, O Lord, I go." Both are mystical as well as practical. For this reason it is well that many of the Wesleys' hymns have been inserted in the Public Schools hymn-book. But many of those hymns that speak of weariness and longing for rest had better have been relegated, along with "O Paradise," to adult collections, if anyone must have them. As a well known preacher recently put it, "What you boys need is work, and it's no good your singing about your wanting rest." For this reason, much though one may resent the constant intrusion of military metaphors into religion, "Onward, Christian soldiers" and "Fight the good fight" must be endured gladly, seeing that even the schoolmaster must remember that he too was once a boy and loved such things.

THE execution of Admiral Byng has always been regarded as a blot on our national history, and Voltaire's gibe still rings in our ears. The view of General Wolfe, contained in notes written in his copy of the account of the trial, and recently published by the *Times*, reminds us, however, that there are two sides even to that question. Wolfe thought that, though Byng was not worse than some others who took part in the Minorca affair, an example had to be made for the good of the Service. Certainly the Navy needed at that moment a sharp lesson; there had been several cases of bad behaviour in the presence of the enemy, and quite as certainly the lesson was effective—there were no such cases afterwards. Byng's was one of the many hard cases in which one man has to die for the people.

* In the recently published collection of stories entitled "All Men are Ghosts."

JOTTINGS.

THE London County Council again issues its "Handbook of Classes for Teachers," Session 1914-15, a substantial pamphlet of 68 pages. The classes are three-fold:—(1) University Classes on subjects such as those treated by Extension Lecturers; (2) Classes in connexion with Galleries and Museums; (3) Strictly Professional Classes on Methods of Teaching Drawing, Handwork, &c. It is a feast of good things, and every one of the 25,000 London teachers will find his or her account. Copies of the Handbook may be obtained on application to Education Officer, L.C.C. Education Offices, Victoria Embankment, W.C.

THE Prize Fellowship of £100 offered by the Federation of University Women has been awarded to Dr. Mary Williams, Lecturer in French at King's College for Women, University of London. Dr. Williams is engaged in research on French Arthurian Romances and their connexion with Wales.

WOMEN, though still disqualified for the Parliamentary franchise, can vote for County Councils and other municipal elections. We would remind them that the last day for sending in new claims is August 20, and if they have any doubt as to their qualifications or as to the steps to be taken to be placed on the Register, they should apply for a leaflet issued by the Women's Local Government Society, 19 Tothill Street, S.W.

AN influential meeting of the Joint Committee for the Abolition of Half Time Labour was held on June 6, at 4 St. James's Square, with Mr. Waldorf Astor, M.P., in the chair. A resolution was proposed by Mr. R. D. Denman, and carried unanimously, calling on the Government to abolish half-timers in their forthcoming Education Bill. He said that since introducing his Bill he had received threatening letters, one vowing to have his life unless the Bill was withdrawn. The Bishop of London said that, in his opinion, the hope of the country rested mainly with the Labour movement, but Labour would fail unless it got more education in its ranks.

IN his last Speech Day at Repton, the Rev. William Temple celebrated his departure by a display of pedagogic squibs and crackers. "The great instrument for education was those subjects about which nobody knew the truth. As soon as anyone understood the truth about a thing, its value for education was gone. When they set to work to find truth which nobody had yet known, then they got true education, then they got real education. They might not get the truth; that did not matter; they got mental faculty." Again: "It did not matter twopence how a man spelt a word; it mattered frightfully where he put the stops." And in arithmetic his practice was to add a column up, then down, and afterwards split the difference between the two totals.

No one would take Mr. Temple seriously, or infer that had he stayed at Repton he would have substituted for science and history squaring the circle and discovering the primitive language of man. Stripped of paradox, he has only re-stated Lessing's famous saying, "If God offered me in His right hand truth, and in His left the search for truth, I should in all humility choose the left."

THE League of the Empire Challenge Cups and personal prizes of five and three guineas for Empire Day Essays were won this year by George Cooling, of Brisbane Grammar School, and Walter Albury, of the Boys' Central School, Nassau, Bahamas. Essays were sent in from nearly every British Colony.

AT the morning session of the annual meeting of the Association of Musical Competition Festivals on June 27, Dr. Yorke Trotter, of the London Academy of Music, gave a remarkable demonstration of the work of some dozen of his pupils. The hearing and naming of chords had been brought to an astonishing degree of perfection, and the improvisation was most creditable; the composition on a given theme in one particular case roused hearty and well deserved applause.

MR. FRANCIS WILLIAM PEMBER has been elected Warden of All Souls' College, Oxford, in succession to the late Sir William Anson. Mr. Pember swept the board at Harrow, carried off the Ireland, Craven, and Eldon Scholarships, and has for some years been Estates Bursar at All Souls.

AT the meeting of the Council of the East London College, held on June 22, it was announced that the Court of the Drapers' Company

had resolved to defray the cost of the erection and equipment of the new chemical laboratories of the college. The cost will amount to approximately £15,000, and it is hoped that the laboratories will be available for the use of students at the commencement of the new session in October next. The visit of the King, that was announced for last month, has been postponed till the laboratories are completed.

MISS MARIETTE SOMAN, who was educated by the Norwich High School for Girls and holds a research studentship from Girton College, has been awarded a Doctorate at the Sorbonne, with "mention très honorable" for her thesis on "La formation philosophique d'Ernest Renan."

HOODS AND FALSE HOODS.

FOREIGN DOCTORATES.

IT ought to be generally known (but, unfortunately, it is not in this country) that there are now two vastly different kinds of doctorates in France—viz. (1) the *doctorat d'Etat* [*ès lettres, ès sciences, en droit, en médecine*], the only genuine ones under Government control, obtainable by graduates as *bacheliers* and *licenciés*, and qualifying holders for lectureships and professorships in French Faculties; (2) the *doctorat d'Université*, which is not a degree at all, but an ornamental title conferred by the competing Universities almost exclusively on foreigners, who need not possess any previous degrees. It cannot even serve as a stepping-stone for securing the lowest State degree; it confers no practising rights in France.

When the *doctorat d'Université* was first mooted, in the nineties (as a means of drawing foreign students to France who might otherwise go to Germany for a cheap scientific title), it gave rise to numerous and lively criticisms. The protesters feared that it would, to all intents and purposes, be falsely identified with the *doctorat d'Etat*, and the event has but too fully justified their apprehension.

The following particulars, in French, are drawn from official sources:—

Article 15 du décret du 21 Juillet 1897.—En dehors des grades établis par l'Etat, les Universités peuvent instituer des titres d'ordre exclusivement scientifique (tels que le doctorat avec mention lettres, sciences, droit, médecine, etc.). Ces titres ne confèrent aucun des droits et privilèges attachés aux grades par les lois et règlements et ne peuvent, en aucun cas, être déclarés équivalents aux grades.

This statute is perfectly clear and goes to show the great difference in value that exists, for instance, between the degree of *docteur ès lettres* and the title *docteur d'Université* (mention lettres).

Les candidats au doctorat ès lettres doivent justifier du diplôme de licencié et soutenir deux thèses. La première thèse est rédigée en français; la seconde est généralement rédigée dans une des langues anciennes enseignées à la Faculté. Le jury se compose de trois docteurs ès lettres. Le nombre des examinateurs ne peut être de moins de six sous peine de nullité.

The theses presented for the *doctorat ès lettres* are elaborate, original works, sometimes of considerable length, evincing exhaustive research and deep scholarship; they form a unique and rare collection, which may be consulted at the British Museum Library. Since its institution in August 1810—a little more than a century ago—under fourteen hundred candidates have proved themselves worthy of the degree of *docteur ès lettres*.

It would be interesting to compute how many hundred foreigners have secured the *doctorat d'Université* in the fifteen French Faculties of Letters within the short period during which it has been in operation. The theses presented by these foreigners are mostly essays of an inferior cast—not always indited by those who sign them, and not to be compared with the theses bearing the Government hall mark. The *doyen* of a Faculty told me that it was next to impossible for outsiders to procure copies of foreigners' theses accepted by his University, as they were privately printed and not

intended for public inspection, and, he added, "Elles sont à peu près de la force d'un doctorat allemand." This is not saying much for them. One of my former pupils, having obtained a travelling scholarship, went to Strasburg without knowing a word of German, and, after about fifteen months' sojourn there, he came back a full-fledged Ph.D. When he presented me with a complimentary copy of his "Inaugural-Dissertation über den im Eisen durch schnell oszillierende Stromfelder induzierten Magnetismus" (35 pages octavo) he could not but own that it would have been humanly impossible for him to compose this dissertation in German, and yet he had to give a "schriftliche Versicherung an Eidesstatt, dass er die eingereichte Arbeit selbständig und ohne fremde Hilfe verfasst hatte!" *Ab uno disce omnes!*

Universités où les conditions d'obtention du nouveau doctorat sont à peu près les mêmes : Paris, Lille, Caen, Nancy, Besançon, Clermont, Lyon, Toulouse, Bordeaux, Aix. Les aspirants étrangers doivent produire, en s'inscrivant, un *curriculum vitae* et des attestations d'études de la valeur desquelles la Faculté est juge. La durée de la scolarité à accomplir en vue de ce doctorat est de deux à quatre semestres, mais la Faculté peut en accorder la dispense partielle ou totale. Les épreuves comprennent : (1) la soutenance d'une thèse composée en français ou en langue étrangère ; (2) une ou plusieurs interrogations sur des matières spéciales choisies par les candidats trois mois à l'avance et agréées par la Faculté. La thèse sera examinée par un ou plusieurs professeurs de la Faculté.

Universités dont les cours en vue du nouveau doctorat sont ouverts à tout le monde sans aucune condition d'âge, de grade ou d'études antérieures et dont les diplômés sont, d'après leurs circulaires officielles, spécialement réservés aux étudiants étrangers : Rennes, Poitiers, Dijon, Montpellier, Grenoble.

I have the permission of M. Condamin to quote from a letter (July 17, 1913) that he wrote to me in answer to my inquiry. M. Condamin is Dean of the Faculty of Letters in the University of Lyons.

Quant au doctorat "d'Université," vous aurez bien de la peine à en penser jamais plus de mal que moi. Cette invention burlesque ne pouvait se faire jour qu'en un temps et sous un Gouvernement où, en toutes choses, on semble prendre à tâche de mettre en haut ce qui devrait rester en bas ! C'est, en partie, pour faire le jeu des Premières (du menu fretin) qu'on l'a instituée. Mais, du même coup, on fait le jeu d'une foule de médiocrités apportées des quatre bouts de l'horizon par tous les vents du ciel, et l'on multiplie, comme à plaisir, le nombre des suffisants, des déclassés, et, à l'occasion, des intrigants. Je n'ai cessé de traquer tous ces arrivistes, ceux surtout qui ont l'impudeur de s'arroger un qualificatif qui ne figure pas sur leur diplôme, et de se nommer docteurs "ès lettres." Mais le moyen, je vous prie, d'éclairer le public et de le tenir en garde contre ces supercheries ?

Car enfin, le diplôme de docteur d'Université ne confère pas un *grade*, mais donne tout bonnement un *titre* ; et, *administrativement*, il ne confère, chez nous, aucun droit ; il ne compte pas ; il n'a aucune valeur ; ce n'est qu'un panache ! Vous devinez donc à quel point est usurpée, et de fantaisiste invention, la robe doctorale à hermine dans laquelle s'enveloppent les Scapins dont vous me parlez. Ce n'est pas l'emprisonnement qu'ils mériteraient, mais une bonne volée de bois vert : la matraque : il n'y a que ça !

A. B.

THE Chelsea Physical Training College for Women, attached to the South-Western Polytechnic Institute, deserves to be better known. The students are enabled to follow their studies under the University lecturers, and they have the use of the well equipped laboratories of the Institute, and so pursue the various subjects required for the profession under the most favourable conditions. During the course the students are not only educated in the subjects directly connected with the profession of physical training, but they can study at the same time the various subjects which comprise the curriculum of a Polytechnic. Adequate arrangements are made for securing experience in teaching. The weekly practising classes in gymnastics and dancing are attended by a large number of school children, and the students have, moreover, practical experience in treating school deformities, there being some thirty to forty patients attending the College daily. These patients are treated by the students under direct medical supervision. Miss Wilkë, the Head Mistress of the College, is always pleased to give advice and particulars to parents desiring information relating to the profession of physical training.

BOOKS OF THE MONTH.

Annals.

The Girls' School Yearbook, 1914. *Yearbook Press*, 3s. 6d. net.

Classics.

Olim : a Small Book of Latin Plays and Dialogues. By Effie Ryle. *Bell*, 1s.

Titus Livii ab Urbe Condita I-IV. *Oxford University Press*, 4s.

Elegiac Poems of Ovid. Edited by J. W. E. Pearce, M.A. In 3 vols. *Oxford University Press*, each 2s.

Caesar's Gallic War. Edited by T. Rice Holmes, Litt.D. In 7 vols. *Oxford University Press*, each 2s.

Euripides : Heracles. Introduction and Notes by O. R. A. Bryde, M.A. *Oxford University Press*, 2s. 6d.

Divinity.

The Book of Genesis. Revised Version, with Introduction and Notes by Herbert E. Ryle, D.D. *Cambridge University Press*, 4s. 6d. net.

Daily Services for Schools and Colleges. By Rev. H. Pakenham-Walsh, B.D. *Longmans*, 2s. net.

English.

Gray's English Poems. Edited by R. F. Charles, M.A. *Cambridge University Press*, 2s.

The Theory of Poetry in England : its Development in Doctrines and Ideas from the Sixteenth Century to the Nineteenth Century. By R. P. Cowl, M.A. *Macmillan*, 5s. net.

Poems of William Cullen Bryant. *Oxford University Press*, 1s. 6d. net.

Dreamthorp : a Book of Essays written in the Country. By Alexander Smith. Edited by H. Walker, LL.D. Notes by F. A. Cavenagh, M.A. *Oxford University Press*, 1s. 6d.

Tennyson : Poems published in 1842. Introduction and Notes by A. M. D. Hughes. *Oxford University Press*, 4s. 6d.

Hyperion. By John Keats. Edited by Margaret Robertson. *Oxford University Press*, 2s.

Life of John Bunyan (Macaulay). Edited by E. Maxwell. *Oxford University Press*, 1s.

Life of Oliver Goldsmith (Macaulay). Edited by C. B. Wheeler. *Oxford University Press*, 1s.

Landor's Imaginary Conversations. Selected and Edited by F. A. Cavenagh. *Oxford University Press*, 2s. 6d.

Macaulay's Frederick the Great. Edited by C. T. Atkinson. *Oxford University Press*, 2s.

The Children's Rossetti. Illustrated. Junior, 4d. ; Intermediate, 5d. ; Senior, 6d. *Macmillan*.

How to Speak and Read. By J. Bruce Alston. *Blackie*, 1s. 6d. net.

Blackie's Large Type Poetry Books : a Classified Collection for School Use. Junior, 6d. ; Intermediate, 7d. ; Senior, 8d.

Fiction.

Old Andy. By Dorothea Convers. *Methuen*, 6s.

The Ordeal of Richard Feverel. By George Meredith. Standard Edition. *Constable*, 6s.

The Shaving of Shagpat. By George Meredith. Standard Edition. *Constable*, 6s.

By the Western Sea : a Summer Idyll. By James Baker. Popular Edition. *Chapman & Hall*, 2s. net.

Geography.

The Pupils' Class-Book of Geography.—The British Isles. By E. J. S. Lay. *Macmillan*, 6d.

Economic Geography. By J. McFarlane, M.A., M.Com. *Pitman*, 7s. 6d. net.

Africa : A Supplementary Geography. By J. F. Chamberlain and A. H. Chamberlain. *Macmillan*, 3s.

The Rambler Travel Books.—The British Empire. Edited by Lewis Marsh. *Blackie*, 9d.

Gift Books.

The Boy's Own Railway Book. Edited by C. S. Bayne. With Coloured Plates and other Illustrations. *Cassell*, 3s. 6d.

Danish Fairy Tales from Sven Grundtvig. Done into English by Gustav Hein. *Harrap*, 3s. 6d. net.

Handwork.

Primary Handwork. By Ella V. Dobbs, A.M. *Macmillan*, 3s. 6d. net.

History.

- The Industrial History of Modern England. By G. H. Perris. *Kegan Paul*, 6s. net.
- Chambers's Dramatic History Readers.—Early Days in England, 55 B.C. to 1066 A.D. By W. Hislop. Illustrated. 1s.
- The Making of the Roman People. By Thomas Lloyd. *Longmans*, 4s. 6d. net.
- A Constitutional History of England. By George Guest, B.A. *Bell*, 1s. 6d.
- Bourbon and Vasa: a Textbook of European History, 1610–1715. By J. H. Sacret, M.A. *Oxford University Press*, 4s. 6d.
- Naval Courts Martial. By David Hannay. *Cambridge University Press*, 8s. net.
- A History of Modern Europe from the Middle of the Sixteenth Century. By John E. Morris, D.Litt. *Cambridge University Press*, 3s. 6d. net.
- A History of Europe from the German Invasions to the Great Renaissance. By W. O. Lester Smith. *Dent*, 5s.
- The Story of Alfred the Great. By A. E. McKilliam, M.A. Illustrated. *Harrap*, 1s.

Hygiene.

- Medical Notes for School Teachers. By C. W. Hutt, M.D. *Edward Arnold*, 1s. net.

Mathematics.

- Key to Hall's School Algebra. By L. W. Grenville, M.A. *Macmillan*, 10s.
- The School Algebra. By A. G. Cracknell, M.A., B.Sc. *Clive*, 5s.
- Arithmetic. By N. J. Chignell, B.A., and W. E. Paterson, M.A. Examples. Parts I and II. *Oxford University Press*, each 2s.
- A Treatise on Differential Equations. By A. R. Forsyth, Sc.D., F.R.S. Fourth Edition. *Macmillan*, 14s. net.
- The Elements of Non-Euclidean Geometry. By D. M. Y. Sommerville, D.Sc. *Bell*, 5s.
- Linear Algebras. By L. E. Dickson, Ph.D. *Cambridge University Press*, 3s. net.
- Solutions of the Exercises in Godfrey and Siddons's Shorter Geometry. By E. A. Price, B.A. *Cambridge University Press*, 4s. 6d. net.

Modern Languages.

- Amour de Jeune Fille (Mme E. Caro). *Nelson*, 1s.
- Direct German Course. By H. J. Chaytor, M.A. *Clive*, 2s. 6d.
- Gil Blas (Lesage). Vol. II. *Nelson*, 10d.
- La Jeunesse de Cyrano de Bergerac (H. De Gorsse et J. Jacquin). Edited by H. A. Jackson, M.A. *Cambridge University Press*, 3s.
- Junior French Commercial Reader. Edited by F. W. M. Draper, B.A. *Pitman*, 1s. net.
- Till Eulenspiegel. Edited by M. L. Seebohm. *Oxford University Press*, 1s. 6d.
- Villinger: Leodegar, der Hirtenschuler. Edited by C. W. Merryweather, M.A. *Oxford University Press*, 1s. 6d.
- Der tolle Invalide auf dem Fort Ratonneau. Edited by A. E. Wilson, B.A. *Cambridge University Press*, 2s. 6d.
- Balzac's Eugénie Grandet. Edited by A. G. H. Spiers, Ph.D. *Harrap*, 2s.
- Ninette. Par Achille Melandri. Authorized School Edition by C. W. Bell, M.A. *Harrap*, 1s. 3d.
- Le Français par l'Exemple et les Textes. Book I. By C. L. A. Bonne. *Rivingtons*, 1s. 4d.
- Single Term French Readers. Term IV. By B. Minssen, M. ès A. *Rivingtons*, 1s.
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The drama ends artistically on the key-note, and Karemin, the Socrates of the New World, on his death eve, flings defiance at the setting sun: "Very soon now, old Sun, I shall launch myself at you, put my foot on your spotted face, and tug you about by your fiery locks." Our reflection as we close the volume is what a drab world the world of science will be when it is made. Four-fifths of mankind will be sitting, each under his own stoup, for a century or more, with twenty-four hours of leisure, for, with intensive culture,

one worker will suffice to maintain five, and a tabloid will take the place of sleep. There will be no more competition or heaping up of riches. It will be an age of "efflorescence," and the majority of the population will be artists, painting, modelling, and carving for the public good. Or, by way of a change, they will solve cubic equations and "some still opaque riddles in phenomena." Religion will be a negligible quantity, and if there are still poets they will no longer sing of love, for the man will be as the woman and the woman as the man. There will be no more "obsession of sex." Thank heaven for that!

Smiling Waters. By MAX RITTENBERG. (6s. *Methuen*.)

The protagonists are four—two financiers, both of whom deal in millions, and two women, the wife of the first financier, who proves a *furens femina*, and the Una, who eventually baffles the Duessa of the drama. The plot is well contrived, a duel between the rival millionaires in which the two women act as seconds, and the title has a double significance: first the Scylla and Charybdis of finance, and secondly the wreck of the yacht, which defeats the plot of the villain financier and removes the objectionable wife. There is no lack of incidents: a murder by *apaches* which turns out to be no murder; the tracking of the victim, who lives on as his own half-brother; vitriol-throwing, and forgery. The novel is non-moral, but in no way immoral.

EDUCATION IN THE PERIODICAL PRESS.

Arts in the School: Function of the Drama: Natural Impulses: "The play's the thing." By J. J. Findlay. *Daily Telegraph*, June 30.

The writer is Professor of Education in Manchester University. Bernard Shaw and the Child. *British Congregationalist*, June 18. Canadian Children under School Age. By Helen McMurchy, M.D. *Medical Officer*, June 27.

Contains information about Canadian school children. Children Act, Amendment of the. *Local Government Journal*, July 4. Children Bill: Employment and School Attendance, what the Bill proposes. By a Correspondent. *Manchester Guardian*, June 19. Children's Holidays. *Daily Telegraph*, July 17.

Leading article: chiefly concerned with holiday funds. Church and the Nation—In Education, for Instance. By Principal Forsyth. *Westminster Gazette*, July 6.

College for Clerks. By Philip G. Hamilton. *Daily Chronicle*, July 7. Clark's College.

Democratic Education, An Experiment on. By R. H. Tawney. *Political Quarterly*, July.

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Dulwich College, The Master of: A Personal Tribute. By An O.A. *Manchester Guardian*, June 21.

Education and Evangelism. By James L. Barton, D.D. *East and West*, July.

The writer is Secretary of the American Board of Commissioners for Foreign Missions.

Education by Kinema: Moving Pictures as an Aid to Teaching. By W. E. Pittuck. *Millgate Monthly*, July.

Education of English Girls. By G. M. Godden. *Ladies' Field*, June 27 and July 4, *et seq.*

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Jean Paul and his Schoolmasters. *De Tijdspiegel*, June.

Juvenile Psychiatric Clinic. By Robert Hughes. *Medical Officer*, July 4.

King's College, London. By Frank W. Walton. *Windsor Magazine*, July.

An illustrated article by the Librarian of the College:

London University School of Architecture Exhibition. *Architect*, July 10.

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 Oxford Responsions and the School Certificate. By Sidney Ball. *Daily Telegraph*, June 30.
 The writer is Senior Tutor, St. John's College, Oxford.
 Point in Musical Politics: the Position of Affairs in the Elementary Schools. By Robert T. White. *Music Student*, July.
 Present Situation in the Education of Indian Women. By Eleanor McDougall. *East and West*, July.
 Prize Day: a Tribute to the Council Schools. By B. Paul Neuman. *Daily Chronicle*, July 20.
 Public Schools and Cricket: How the great summer game has been fostered at the seats of learning. By C. McGahey. *Boys' Own Paper*, July.
 Religion, Education, and Sociology in Germany. By "Our Special Correspondent." *British Congregationalist*, July 2.
 Schoolboys' Day at Bisley. By Alan Haigh R. Brown. *Daily Mail*, July 16.
 School Children as Wage Earners. Miss N. Adler, L.C.C. *Contemporary Review*, July.
 School Medical Inspection in Scotland. *Medical Officer*, June 20.
 Six Hundredth Anniversary. *Daily Telegraph*, June 23.
 Colleges at Oxford.
 Smalls and Little-go. By R. H. *Morning Post*, June 26.
 Speeches. By Walter Sichel. *Globe*, July 2.
 Speech day.
 Sweet Girl Graduate: Is she equal to a College Training? *Treasury*, July.
 The English Universities and National Life. By J. E. G. de Montmorency. *Edinburgh Review*, July.
 A plea for University Extension.
 Vigorous Young Oxford: On the verge of a splendid Renaissance. By A. J. Dawe. *Evening News*, July 13.
 Younger Generation. By Cosmo Hamilton. *Academy*, July 11.

EXCHANGE OF TEACHERS BETWEEN LONDON AND CANADIAN SCHOOLS.

VICTORIA LEAGUE RECEPTION.

THE close connexion of the Victoria League with educational work throughout the Empire gave special interest to a party at the League's office on Tuesday, July 21. Lady Jersey (President) invited the thirteen London elementary-school teachers who are about to exchange posts for a year with an equal number of Canadians to meet members of the Executive and Education Committees of the Victoria League. Eleven of the teachers were able to be present. This party was the first occasion on which the teachers who are going to Canada had met one another, or had had an opportunity of discussing their prospects with Canadians. The exchanges are the outcome of negotiations between the London Education Committee and the "Hands across the Seas" Movement in Canada, both of which bodies have received the support and approval of their Governments, and the provisional recognition in these particular cases of the respective certificates for the year of exchange.

Lady Jersey, in a brief speech of welcome, pointed out that the teachers by these exchanges are carrying out in practical form the ideals of the Victoria League. Nothing could better contribute towards that "organization of sympathy" which, in Mr. Rudyard Kipling's words, is the object of all the League's work. She knew that, in the capable hands of the London Teachers' Association, the teachers were sure of first-rate arrangements. She hoped that the Victoria League might be allowed by introductions to their many personal friends in Canada to enlarge as much as possible the teachers' circle of friends in their new homes. She could answer for the friendliness with which they would be welcomed, and for the whole-hearted pleasure of her own Committee in helping to secure it. She thought that some advice given to her on her marriage by her mother might possibly be helpful to them: "As you go to new places, and see many things done differently from what you have been accustomed to, don't always feel quite sure that your own way must be the right one." On her own behalf, and for her companions of the Victoria League Committees, Lady Jersey wished the travellers a very happy time and the opportunity of both learning and teaching a great deal.

Mr. Hallam, at Lady Jersey's request, briefly outlined the working of the League among its Junior Associates, and asked the teachers to take any opportunities of inaugurating correspondence between their

new pupils and children in Great Britain. He congratulated them on their wonderful chance of interpreting the true "British touch" to the rising generation in Canada.

VILLAGE CHILDREN'S HISTORICAL PLAY SOCIETY.

THE Annual Meeting of this Society was held on Thursday, May 21, at 59 Palace Court, W., on the invitation of the Hon. Secretary, Miss Beatrice Beddington, Lady MAUD WARRENDER presiding. The Report stated that during the year 1913 sixty-eight performances had been arranged and assisted by the Society. The number of Associates had increased, but more funds were needed to provide more sets of costumes, and also a larger number of really good but simple plays.

Mr. EDMOND HOLMES delivered an address on "The Dramatic Instinct." The instinct to energize, to exercise nerves, muscles, senses, was common to children and the young of all the higher animals; but the instinct to imitate was peculiar to the human race, with the possible exception of their first cousins the monkeys. These two instincts fused into one became the dramatic instinct, and through the exercise of this dramatic faculty all the triumphs of self-education in early infancy were achieved. It was only of late years that teachers had begun to turn to account this truly formative and educative instinct. To-day in some of our more enlightened infant schools a certain amount of acting goes on, but it lacks spontaneity, and tends to become mechanical and unreal. It is practised also in the highest class, but the children have by then become self-conscious, and the attempt to revive their dramatic instinct, which has lain dormant for years, is seldom successful. In the ideal school acting should form part of the curriculum of every class from the bottom to the top. In urging this he had no intention of adding a new subject to the already overcrowded curriculum. Acting was not a separate subject, but an attitude and a method. Most of the subjects taught in our elementary schools could be treated dramatically, *par excellence* history and literature; but arithmetic became real to children who played at keeping shop, and handwork and needlework acquired a new meaning when they enabled children to make their own "properties." The dramatic treatment of history took two distinct forms. The first was that which the Society encouraged, and of which he had seen a perfect specimen at Winchelsea, where Mrs. Percy Matheson's play, "Sir Thomas More," was given by the village children, who had been carefully trained and coached. The other form was that practised at Sompting, and described in "What is and What might be." It had the great recommendation that the children are the players in every sense of the word—the playwrights, the actors, the costumiers, the machinists. On the other hand, the Winchelsea method sets before the children a high ideal, gives a truer presentment of history than they could possibly frame for themselves, and turns what before were mere names into living men and women. For both methods there is much to be said, and in his ideal school he would have one historical play such as "Sir Thomas More" acted once a year, and Sompting plays or the like going the whole year round. True there was not a Miss Beddington in every parish nor an Egeria in every school, but in every village, he hoped, might be found someone with a turn for acting, and in every school teachers keen to keep alive and foster the dramatic instinct in children.

At the conclusion of the meeting Lady MAUD WARRENDER announced that she was arranging for an open-air performance by the Winchelsea village children in the grounds of Leasam, Rye, on August 4, in aid of the funds of the Society.

WANTED STATISTICS OF ADOPTED CHILDREN.—There is still a considerable diversity of opinion as to the influence of an individual's inborn propensities upon his early home training and subsequent school education. One of the most direct ways of disentangling this knotty but important problem is to be sought in a comparison of adopted persons with their real and their adopted relatives. To this end a collection of data is being made by the writer, on schedules intended to make comparison less difficult. He would be greatly obliged if anyone knowing of a case would write for a schedule. The name of the family studied is not asked for, and the information will be used for statistical purposes only. The name of the recorder will be published or not, according to his wish. Information supplied by schoolmasters is particularly desired, because they have so much practice in judging and comparing the mental qualities of individuals. Let no one think that a case is not worth recording because it appears to have no outstanding features, or because it is in harmony with or runs counter to prevailing opinions.—Lewis F. Richardson, Eskdalemuir, Langholm, Scotland.

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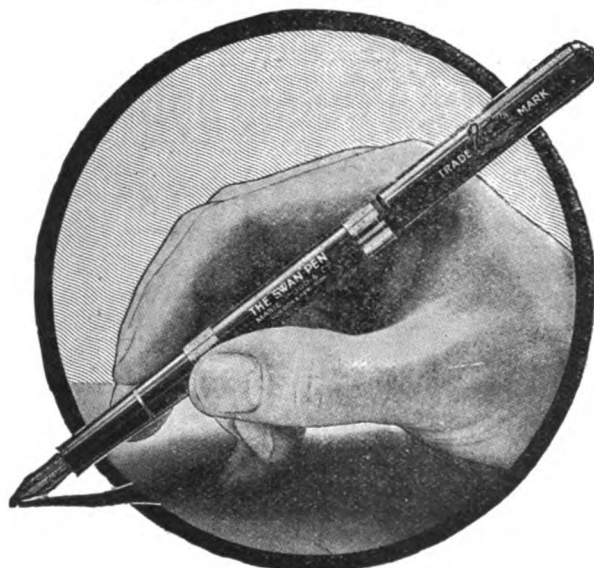
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MODERN LANGUAGES.

THE DIRECT METHOD: FOR.

By F. B. KIRKMAN.

IN defending the Direct Method against the arguments brought forward by Mr. Siepmann in order to justify his very complete conversion to the Anti-Direct view, I am faced by a serious initial difficulty. Who is to decide what is meant by the Direct Method as understood in this country? Is it those who have worked to introduce it into our schools, and have, year after year, proclaimed in print and on the platform what they hold its principles to be; or is it those who disregard what its advocates say, who make it mean something other than what they mean, and who often seem to have no other foundation for their statements than what they see of the misuse of the Method in not a few schools?

In the present article I propose to proceed on the assumption, which I think is a fair one, that those who preach a doctrine are entitled to determine its meaning. But here I am faced by another difficulty, of a personal nature. Though I have long been counted a "whole-hogger" advocate of the Direct Method, is my view of what it means to be taken as typical? Does it represent the views of others who have taken a part in introducing and spreading the Method in this country? I have reason to think that, where broad principles are concerned, it does. If, however, I make any statement from which others of my persuasion dissent, it is always open to them to express that dissent. One more remark on the personal question. The views I profess here are not of recent date; they have been professed for many years past, and will be found fully developed in a booklet called "The Teaching of Foreign Languages" (Clive, 1909), to which I

venture to allude, with all the apologies that modesty demands, because it is not possible in the limits of an article to do justice to my subject.

Let me begin by pointing out that the adjective "Direct" in "Direct Method" proclaims at least the main principle for which the advocates of the Method stand—namely, the necessity of creating the direct association of the foreign word and its content. Much misunderstanding would be avoided if the term Direct Method were used to denote the application of this principle and nothing else. As it is, it is made to cover an indefinite number of other things, according to the prejudices of the person using it, with the result that the Direct School is not infrequently credited with views it does not hold. For example, the view that "literary education, æsthetic culture, and the intellectual broadening of the mind," are unimportant. But to this point I shall return.

The principle of direct association is attacked by Mr. Siepmann in the latter part of the first of his chief objections to the Direct Method. He states that "the notion that a foreign tongue can be acquired at school by direct association with objects or pictures or concepts already connected with native expression is as fundamentally wrong as it is attractive at first sight."

In proof of this sweeping statement, we are told, first, that "it is utterly impossible to proceed by the Direct Method with things and thoughts which are already familiar to the pupil without the intervention of the mother tongue." Now I am not prepared, without very convincing experimental proof, to admit that it is "utterly impossible" to proceed without the intervention of the mother tongue. But let that pass. What I wish to insist upon is that no exponent of the Direct Method, as far as I am aware, ever even dreamt that mental translation is avoidable when the Direct Method is in use. Mental translation, no doubt, does occur, though to what extent is unknown. Mr. Siepmann to the contrary notwithstanding. And, as far as the formation of the direct association is concerned, mental translation is quite unimportant. Neither mental translation nor expressed translation hinders the direct association, provided, in the case of the expressed, that it is not insisted upon after it has served its purpose. Both fall away, as Mr. Siepmann himself admits in another part of his article. They perish from disuse. What hinders the direct association is *habitual* translation. The objections of the Direct School to habitual translation I shall come to presently.

The second proof of his statement is that "the spontaneous formation of correct grammatical forms and constructions cannot be brought about without its passing for a considerable time through the process of reflexion." I confess I have some difficulty in following this. I take it to mean that the ability to use without conscious effort any inflexion or construction in the required context is only to be obtained as the result of an initial stage of reflexion. Now, the ability to use constructions and inflexions without conscious effort implies a direct association between the context in which they occur and its meaning. Thus, if my interpretation be correct, Mr. Siepmann does not mean that the foreign tongue cannot be acquired by direct association with concepts already connected with native expression, but simply that such direct associations must be preceded by a stage of reflexion. I am quite prepared to accept this view, with reservations. I do not, for example, think that it is necessary for a boy to pass for a considerable time through a period of reflexion in order to form the spontaneous construction "Je le lui ai donné." But even if it be necessary, I fail utterly to see that that is an argument against the principle of direct association.

I will discuss, next, the third of Mr. Siepmann's chief objections to the Direct Method, for it is closely connected with the question of direct association. The objection is thus stated: "If translation is avoided, misconception and uncertainty will follow, and one of the best means of mental training be lost."

Let us take the first point, namely, that if translation be avoided, misconception and uncertainty will follow. What Mr. Siepmann has clearly to prove is that the avoidance of

translation to the extent of causing misconception and confusion is inherent in the Direct Method. And this is what he boldly sets out to do: "It would certainly be inconsistent with the whole spirit of the Direct Method if translation were admitted. . . . As soon as translation is admitted as a principle, one of the corner stones of the sanctuary is removed, and the whole structure falls to pieces." But does it? Not a bit, and it is Mr. Siepmann himself who says so. For between the two affirmations just quoted comes another which clearly implies that according to the view of the Direct School "the admission of the mother-tongue in any shape or form must be considered as an evil that should be avoided *as much as possible*." The italics are mine. Now Mr. Siepmann cannot have it both ways. Either he must stick to it that translation and the Direct Method are incompatible and prove it, or he must admit that they are not incompatible, in which case his charge falls to the ground. The latter view is, in fact, correct. The principle of the Direct School is to avoid translation as much as possible—that is, to avoid it as far as is consistent with the avoidance of misconception and uncertainty.

Mr. Siepmann goes on to observe that translation into the mother tongue is essential because it is "the only way in which the teacher can find out for certain whether a pupil properly understands what he has read in a foreign language." This, according to Mr. Siepmann, is "another blow which means death and destruction to the Direct Method." I venture, all the same, to think not; I venture even to suggest that it is a blow in the air. I affirm that it is no part of the principles of the Direct Method that translation should not be used as a test of understanding; the principle is to use it only when necessary. If it is necessary as a test, it must be used. In practice, the application of this principle will and must depend upon the teacher and the circumstances; and, if certain teachers misapply the principle, that is no argument against it as a principle.

The Direct Method permits of the use of translation both as a test and as one of the ways of making clear the meaning of foreign words. In certain cases translation is the best way of making clear the meaning of a word, and in others, again, it is the worst. What the Direct Method avoids, once more, is habitual translation; it avoids it because habitual translation tends to delay, quite unnecessarily, the formation of the direct association, and because the more the foreign language is used and heard in the classroom, and the less the native, the quicker will the foreign tongue be learnt. The Direct School uses other ways of making clear the meaning of words, not only in order to avoid the habitual translation, but also because translation is not the best way of impressing a word and its meaning upon certain types of memory. Into this point I have not space to enter, and must content myself with referring those interested to the book above mentioned (pages 48-63).

The second part of Mr. Siepmann's third objection above quoted is that to avoid translation is to lose what he calls a "most excellent instrument for training *all the faculties of the mind*" (italics mine). Mr. Siepmann probably does not mean quite all this—at least, I hope not. Be that as it may, I take it he will agree that there is only one kind of translation that is likely to give this discipline, and that is translation done for its own sake as a fine art, as an exercise in literary *expression*, and not merely as a method of interpretation. This means taking a passage and working through it carefully over and over again till an exact and finished rendering is found. No advocate of the Direct Method has ever denied the value of such an exercise. What has been questioned is, first, the extravagant claim made as to its value, and, secondly, the propriety of introducing it into the school course before the class has a very fair knowledge of both the languages involved. That the claims made on its behalf by Mr. Siepmann and others are excessive I am prepared at any time to maintain. With regard to the best time for introducing the exercise into the classroom I express no decided opinion. For the moment, my business is to show only that the neglect of translation as a fine art is no necessary part of the Direct Method.

Let me refer in passing to Mr. Siepmann's view that it is the business of the teacher of foreign languages and of every other subject to teach English. Is he not here confusing two things that are distinct? I agree, and so does everybody, that it is the business of the science teacher, the mathematical teacher, the French teacher, &c., to insist that what English is used as part of the teaching of his subject shall be correctly used. Nothing more important. But to insist that he shall deliberately drag in more English than he requires merely for the sake of teaching English instead of mathematics, &c., strikes me as a claim that Mr. Siepmann will find it extremely difficult to substantiate, if he is ever rash enough to make the attempt.

Let us now turn to another of Mr. Siepmann's chief objections to the Direct Method: the second. It is worded thus: "Grammar taught in a desultory manner and without introducing and practising its carefully graduated phenomena, one by one, leads to slipshod results."

What, once more, Mr. Siepmann has to prove is that neglect of grammar is an inherent defect in the Direct Method. And this is what, once more, he sets out boldly to do, thus: "Whatever the Direct Method teacher may do, this question of grammar remains a stumbling-block for him, because it does not properly fit into the method anywhere, and ought to be excluded, if the method were consistently carried to its logical conclusion, which is that the language should be learnt by observation and habit, as one learns one's mother-tongue." Mr. Siepmann, indeed, approaches the Direct School much in the spirit in which the wolf in the fable approached the lamb. He is determined to put us in the wrong. Says he in effect: "It is true you do teach grammar; but then you have no business to be teaching it. Therefore you are condemned all the same."

The only reply that I need make to Mr. Siepmann's statement is that he has yet to prove that the Direct Method necessarily involves teaching the language only "by observation and habit, as one learns one's mother-tongue"—in other words, leaving the grammar to take care of itself. Personally, I have always insisted in my theory and practice upon the necessity of the systematic teaching of grammar, and have found that all my Direct Method friends agreed with me. I may add that I have no doubt, as the result of many years' experience of examining, that the systematic and thorough practice of grammatical forms is neglected in our schools; but it is neglected by the anti-Direct teachers as well as by the Direct. I am prepared to maintain that the only way to avoid the slipshod grammar now far too prevalent is a thorough application of the oral Direct Method to the teaching of inflection and construction.

I now come to the first of Mr. Siepmann's chief objections: "The importance of the spoken language is exaggerated, and fluency cannot be acquired in the classroom." By fluency Mr. Siepmann means "fairly correct speaking" of the foreign tongue. This, Mr. Siepmann says, cannot be gained in the classroom, even given two hours a day, by the Direct Method, "if the pupil is to acquire his knowledge by the process of repetition and imitation until it becomes spontaneous." This is Mr. Siepmann's opinion, and, in the absence of careful experimental evidence, it can only be an opinion to be accepted or not. From what I have seen, I should be disposed to hold that an efficient use of the Direct Method, given two hours a day, would produce fluency in the sense given the word by Mr. Siepmann. But whether it would or not does not appear to me to affect the value of the Direct Method; and here we come to the other part of the objection—namely, that the importance of the spoken language is exaggerated by the Direct School.

I venture once more to suggest that Mr. Siepmann is confusing two things that are quite distinct: the spoken language as an object of instruction and the same as a method of instruction. The Direct School insists very strongly on the latter; I have still to learn that it attaches importance to the former.

As there is frequent misapprehension as to what are, according to the Direct School, the objects of foreign language

instruction, I venture here to quote my own views, not because they are mine, but because they are those of a typical "whole-hogger." I think they will probably come as a surprise to those who are accustomed to derive their notions of the Direct School from its opponents. These objects are "to give to our pupils (1) the ability and also the *desire* to enter into possession of the literary heritage of at least one nation beside their own; (2) a means of communication with foreigners, and also a means of access to information, scientific or other, that may prove indispensable in later life, it being understood, however, that it is the function of a general education to lay only the foundations upon which any such form of specialized linguistic instruction may afterwards rapidly and efficiently be built; (3) a knowledge of the character and achievements of one or two modern foreign nations ample and accurate enough, when aided by the personal influence of the teacher, to inspire not only feelings of respect and goodwill towards the particular nation in question, but a desire to be just, both in thought and act, towards any foreign nation whatever. To these there can be added a fourth, which may equally well be achieved through the medium of Latin and Greek: to give the literary discipline that is supplied by translation as a fine art" (*op. cit.* 12).

If we consider the kind of attainment these objects demand for their realization, in so far as that is possible under existing school conditions, it becomes at once apparent that ability to understand the written language is of paramount importance. Skill in writing the language is of less importance. Speaking the language and understanding it when spoken are of least importance—a fact which, of course, in no way detracts from the value of the spoken language used as a *method* of instruction.

In conclusion, let me point out that the Direct Method in our schools suffers from serious difficulties. It is a method that demands not only skill and freshness in teaching, but also high linguistic qualifications. These demands are by no means adequately satisfied, nor can they be until there is a marked improvement both in the conditions of instruction and in the remuneration awarded. And further: the Direct Method is a method in the making. It has to be perfected. For this, careful experiments under favourable conditions are necessary. Better conditions of instruction, better remuneration, experimental work: all these spell one word—Money.

THE PROGRESS OF SCIENCE IN PUBLIC SCHOOLS.*

I.—THE NEED OF INVESTIGATION.—THE CLAIMS OF SCIENCE.

By E. H. TRIPP, Ph.D., F.C.S.

THE last Report on Science Teaching in Public Schools, issued in 1909 by the Board of Education, was based on inquiries made by the Association of Public-school Science Masters in the previous year. This document contained a mass of interesting details, and was especially valuable because it not only drew attention to some of the many problems of science teaching awaiting solution, but also brought to light the diversity of methods of organization in vogue in different schools. It laboured, nevertheless, under two important defects: (1) the data were obtained from a relatively small number of schools (forty-six), and (2) it omitted expressions of opinion from those who tendered information, and failed to point out the lines upon which improvements might be effected.

That science teaching has progressed will be denied by none, but the ship is only just launched and we have still to

* Based on a Paper read before the Association of Public-school Science Masters at the Imperial College of Science and Technology, January 14, 1914.

take our bearings. It is no doubt pleasant at times to recollect that noses were made to bear spectacles, or that the foraminifera left their calcareous coats in Nature's cloak-room in order to make blackboard demonstrations possible; but such reflections carry us a very little way. The weight of evidence convinces us that all is not as it should be in the matter of scientific instruction. The position of science in our schools is still an inferior one; the world of industry is sorely in need of practical, brainy men to direct it. Hence the necessity of a new inquiry is imperative, and, in order to be effective, it must not confine itself to data furnished by schoolmasters, but should contain facts and expressions of opinion from external sources, such as employers of ex-public-school boys in scientific occupations and industries, professors and teachers in Universities and technical colleges, examining boards, and, if possible, from inspectors. As science masters by themselves have little power to effect changes, the co-operation of some of the learned scientific societies, of the British Science Guild, and, if possible, of the Board of Education, would add strength and prestige to the investigation. Any attempt to deal with some of the blemishes which still disfigure the scientific-scholastic escutcheon is open to the criticism that it is always far easier to be destructive than constructive. This is true, but new forms of matter can only be built up from the debris of the old, and, to erect a temple worthy of enshrining the new divinity, the trowel must be used to fashion the old bricks before they can be cemented together with the living lime of new ideas. The defects and deficiencies of scientific instruction may be traced either to (a) the character and training of the teacher and his method of instruction, or (b) the conditions under which his work is carried out. Of these, the latter is the more important at the present time.

As regards the character of the science master, it is difficult to predicate any general faults or failings which are not shared by his non-scientific colleagues. In one respect he starts with an advantage over them, inasmuch as he teaches a subject which is essentially *practical* in its nature, and as such appeals more strongly to the juvenile mind than do literary, linguistic, abstract-mathematical, and other purely bookish studies. It is gradually coming to be recognized that, if the way to the heart of a young boy is through his stomach, the way to his mind is through his fingers.

The failings of the science teacher are probably of a specific scientific nature. An alleged vulnerable spot in his armour is that he neglects to practise research on his own account. The value of scientific investigation is not only great from an objective, but also from a subjective, point of view. It sharpens a teacher's wits, it increases his interest in his subject, it stimulates his teaching, and so reacts beneficially on his pupils. But it may be doubted whether, under present conditions of school work, the advice to pursue research is not a counsel of perfection. A science master is not only a chemist, a physicist, or a biologist, he also claims to be a man and a citizen. He has a duty towards himself, and must devote some spare time to physical exercise and to general culture. He has, or should have, a wife and family to occupy some of his leisure hours, and he has, also, scholastic duties which are not confined to the classroom. The modern science master who has any survival of tribal conscience has little if any time to devote to systematic research. What does a man gain if he discovers an atrophied organ in a rare species of butterfly, or if he isolates an organic compound with a name as long as a Welsh village, if he loses his own health or neglects his own family in the process? Systematic research is excellent and imperative, but, save in exceptional cases, it is the function of the University man and of the man of means and leisure, and not that of the humble usher.

The defects of the science teacher are mainly those of method, which are usually traceable to defects in his own training. The day is happily fast drawing to a close when a man can qualify for a science degree, and hence for a scientific teaching career, by subjecting liquid hydrocarbon mixtures to incomplete combustion at night time, and by participating in a concentrated course of test tubing a few weeks prior to the

examination. A teacher who has learnt his science principally from textbooks, and who has graduated by committing their contents to paper, is not the right person to assist in the development of the man of the future—the practical, brainy man. Too much of our science teaching smacks of the lamp and of the textbook, and in consequence we fail in one essential of education, to impart to our pupils an aptitude for applying the knowledge they have gained. Character or personality is an asset of the greatest importance, but without the co-operation of properly trained intelligence it is comparatively futile.

Those who received their school scientific instruction some twenty years ago cannot fail to be struck by the vast improvements in method which have taken place. For much of this beneficial change the scholastic world owes a great debt of gratitude to the originator of the heuristic ideal. This method has had its prophets, its disciples, and its apostles; it has also had its critics, its detractors, and its denunciators; but it has made an indelible mark upon the history of science teaching in this country which the combined forces of conservatism and reaction have been and will be powerless to efface.

The story of the Duke of Wellington, although old, is always apposite. The Iron Duke loved to compete with those who attended him on his excursions in guessing what lay on the other side of eminences they approached. When some one remarked to him that his guesses were invariably more accurate than those of his companions he replied that all his life he had been engaged in finding out what lay on the other side of the hill. "All the business of war, and indeed all the business of life, is to use what you know to find out what you don't." Like the positive-catalyser of modern chemistry, which increases the velocity of a change, this research idea has greatly accelerated the changes taking place in the brains of both teachers and pupils. Present-day school conditions are usually adverse to the complete practice of the heuristic method, but, even if the teacher has to tackle single-handed a class of thirty-six beginners in practical work, or if it is his unpleasant duty to cram a set of boys for an archaic type of examination, he may yet follow the heuristic ideal, "faint yet pursuing." He will not succeed in transmuting his base scholastic material into the finer metal of juvenile philosophers; he will find it impossible to let his boys perform all the experiments for themselves; but he can always arrange them in a logical order and emphasize the reasoning which links them together. Comparatively few boys are able to initiate trains of thought or arguments, but the majority can follow them when once started, and even this kind of exercise is of considerable value. The employment of both inductive and deductive methods of reasoning and the careful balancing of probabilities—for very few of our so-called proofs can be strictly verified by elementary workers—all constitute an invaluable training for the world beyond the school, and it is doubtful if any other subjects of instruction can compare in this respect with experimental chemistry, physics, and biology. Pure mathematics is full of reasoning, chiefly deductive, but the fact that a statement is either quite right or quite wrong tends to foster a dogmatic, and hence an unscientific, habit of mind; and also, as Prof. Perry says, "it is a very exceptional mind, and not perhaps a very healthy one, which can learn things or train itself through abstract reasoning." The study of languages, particularly in translating from them, is to a very great extent a matter of memory, but here we are not dealing with physical facts, but with their signs and symbols.

To sum up, the teacher who uses the heuristic idea as a beacon fire to guide his pupils through the almost illimitable sea of the complex phenomena of Modern Science will, other things being equal, do far better than he whose method of instruction mainly develops the memory of his pupils, and who regards them as compliant mechanisms whose sole function is to know, and not to learn how to know. Great as are the educational advantages which accrue from the study and practice of scientific method, the intrinsic value of a knowledge of the main facts and principles of science is scarcely less important. When we consider the immense part which science

plays in modern civilized life, how in many cases the very conditions of our material existence have been revolutionized through its instrumentality, we are forced to the conclusion, which Huxley arrived at many years ago, that he who has no knowledge of natural science is at the best a half-educated man. A more modern thinker, who cannot be accused of partiality, Mr. Balfour, recently stated that one of the great conditions of human progress was our growing command over Nature, and that it was one of his foremost articles of social faith, that it is to the labour of the man of science that mankind will be most indebted as time goes on. Analysis of these revolutionary changes discloses the leading part which the engineer has played, and also that his contributions have been closely related to and rendered possible by discoveries in physics, chemistry, and biology. This is one justification of the choice of these subjects for schoolboys in preference to geology, astronomy, and applied science, like agriculture. Although the average English mechanic is superior to his Continental brothers as a practical worker, our trained and educated English engineers are considered to be behind the product of countries like Switzerland and Germany. Physics, and to a lesser extent chemistry, are of vital importance to engineering; hence the value of the science master's preliminary teaching is obvious. The scientific, as distinguished from the purely mechanical, rule-of-thumb engineer, shares with the schoolmaster the place of honour in being exclusively engaged in constructive work; however necessary the labours of other professional men may be, they are mainly preventive, destructive, or parasitic. Although the time may be far from ripe, the schoolmaster looks forward to the day when his labours will be adequately recognized by the State and by society, so that, instead of leading the backdoor existence he usually does to-day, he may obtain his due share of the material things of this world, the absence of which must inevitably handicap him in the struggle for life. It is, therefore, claimed that science has established her title to a far greater degree of recognition than has yet been accorded her.

The schoolmaster, and in particular the teacher of modern subjects, has too long been content to take a back seat, but the public is beginning to recognize his proper place in the social fabric, and the Government are even now taking the first step towards securing for him a living wage.

(To be continued.)

REVIEWS AND MINOR NOTICES.

In Defence of What might be. By EDMOND HOLMES.
(4s. 6d. net. Constable.)

Mr. Holmes has achieved a triumph that none of this generation since Matthew Arnold can boast of—he has written a book on education which is read by the non-professional public. This popularity he owes to various causes, some accidental, but most of them essential. In an unfortunate dispute between the Board of Education and the N.U.T. he was offered up as a sacrifice by the Board and banned by the N.U.T. as the embodiment of official snobbery. He was fortunate enough to discover a village Utopia—a school which went its own way, unconcerned with Codes and grants and Departmental regulations—and, by an idyllic presentation of this school, he both refuted in the best way possible the ridiculous charges of his slanderers and also excited curiosity. Was his Egeria a living schoolmistress or a myth? Some few of us, however, already knew Mr. Holmes as the author of "What is Poetry?"—a trifle which showed, however, by its clear thought, lively imagination, and power of exposition, that the writer was a new force in literature.

The present volume is a reply to the numerous criticisms that the treatise of 1911 provoked, but it is also "a fuller, deeper, and more illuminating exposition of the main ideas." It is, in fact, at once a personal apology and a philosophy of

education in the widest sense of the word, an *Erziehung der Menschen*, and we doubt whether the author has been well advised in combining a treatise of permanent value with a reply to critics, mostly anonymous or unknown, which can have only an ephemeral interest. Mr. Holmes may quote the "Lettres Provinciales," Newman's "Apologia," "Friendship's Garland" as precedents, but this is not a bow that any man can draw.

A review of the whole work would far exceed our limits and our powers. Education to Mr. Holmes is no water-tight compartment, but includes every aspect of life and civilization, religious, moral, political, and social. We must confine ourselves to the strictly pedagogical chapters. The first chapter is a trenchant attack on Herbart and his followers. That Herbart's psychology is antiquated, if not obsolete, that his experience of children and child nature was limited (to four children, including himself, as Mr. Holmes puts it), that he makes little or no provision for development of dramatic, artistic, or musical instincts, that he lived in pre-Darwinian days, and were he living now would not be a Herbartian—these are palpable hits. But we cannot help feeling that the desire to score off "Anthropos," whom he takes as his typical Herbartian, leads Mr. Holmes into exaggeration and unfairness. "The Science of Education" is something more than "a handbook for private tutors," and Herbartians are not among Mr. H. G. Wells's "old duffers who sit in their easy chairs and make a sort of tea of dry old words and think they are distilling the spirit of wisdom." "The Herbartian is imprisoned in a circle of burnt-out thought" is a cheap epigram. That the "plant theory" is as dead as nails slain by Herbart in 1804 was a foolish remark of "Anthropos," but Mr. Holmes seems to us to press the note when he attempts to show that a grain of wheat does not grow into a predetermined form, but is modified by soil, surroundings, and culture. Froebel, by the way, with whose name the plant theory is mainly associated, is dismissed with a sneer—he put the drill sergeant of the day into petticoats.

We are taken to task for ascribing to Mr. Holmes the dictum that the child is born perfectly good. We stand corrected. What he said, and says, is that child nature, like wheat nature, is intrinsically good, that the child's real tendencies are predestinately good, and that all he needs to become actually good is perfect freedom for self-development under favourable conditions. It is here that we differ fundamentally from Mr. Holmes. With him nurture is everything and nature, or heredity, a negligible factor. Analogies cannot be pressed, but for his field of wheat we should be inclined to substitute a field of mixed wheat and tares. We cannot pick our seeds, nor will Mr. Holmes allow us to medicate them like Virgil's husbandman; still less can we cross them, as in the Cambridge laboratory to which he refers; and some children come to us *naturaliter boni*: others with a parental taint of disease or vice which must be cured or eradicated. We skip the chapter on Original Sin, a word we should never employ, and a theological discussion with which we are not concerned. "The Value and Meaning of Freedom" is a vigorous protest against the deadening grind and suppressive discipline that still prevails, though to a less extent than Mr. Holmes imagines; but his "unchartered freedom," possible, perhaps, in a small school of infants, would be obviously impracticable in a larger school of boys and girls. Even in his ideal *Casa*, from the reports that have reached us, we doubt whether the ideal teacher has been found. "She will consider the idiosyncrasies of each of the thirty children in her charge, and give it the food, the guidance, the stimulus it will happen to need." Even Mr. Holmes admits that there must be limits. Freedom signifies "release from injurious restraint." Montessori teachers give their children "a reasonable amount of freedom." Are not these question-begging epithets? In the last book by a Montessorian we were told that the children were stopped from stoning the frogs they brought to school, but allowed to play at the jumping frog. Why? At a higher stage, is the boy who hates figures never to learn arithmetic, or (as happened to the present writer) is a boy who has a turn for puzzles to be allowed for a whole year to do nothing but solve algebraical

equations? The kingdom of heaven suffers violence, and we must needs compel them to come in. So, too, with external authorities. In his protest against external examinations we are at one with Mr. Holmes; but when he comes to practical reforms the sole remedy he can suggest is a strike of the Preparatory-school Masters against the Public Schools Entrance and Scholarship Examinations. Prof. Adams's forecast of the institutionalization of education fills him with dismay, and we are not careful to defend that particular scheme; but, if Mr. Holmes doubts whether any external control is necessary, he should recall his memories of Merchant Taylors School or re-read the Report of the Endowed Schools Commission to realize what schools were like when head masters were a law unto themselves.

One parting word. Mr. Holmes philosophizes, but he poses as the plain man, and he has achieved another book that plain men will read; but we think we are doing him no injustice in saying that in educational literature he is an *ὀψιμαθής*, and it is hardly fair, in criticizing other schoolmen, to plead that he has not read their works and cannot understand their jargon. Thus, in discussing "faculty," he evades the real issue: whether faculty can be transferred. He throws scorn on child study as at present conducted, but he shows no sign of any acquaintance with recent researches, and Mme Montessori is still to him *la Regina della Scientia*.

"The Loeb Classical Library."—*Horace: Odes and Epodes*. With an English Translation. By C. E. BENNETT, of Cornell University. (5s. net. Heinemann.)

The first question a reviewer asks himself when presented with a new translation is *cui bono*, both in the conventional and in the proper sense of the phrase: What is the good of it, and whom is it intended to serve? In the case of a prose translation of Horace's "Odes" it is not easy to suggest an answer. Not to mention French and German versions, there are in English two recent prose translations, both meritorious, if not brilliant—that of Lonsdale and Lee and that of Dean Wickham. Mr. Bennett's edition cannot be intended for scholars. They are not informed what text has been followed; various readings are rarely recorded, and then without distinction of MSS., and the notes are rare and superfluous. Even the Extensionist will have heard of the sword of Damocles and know the meaning of a *plectrum*. Nor will the layman ignorant of Latin be attracted to Horace by so wooden and unrhymical a version. Possibly the school-boy might find his account in a new and elegant Bohn, but for him the price is prohibitive.

We are bound to justify by instances the unfavourable impression. In the first ode there is much to be said for placing a full stop at the end of line 5 and for reading *te* in line 29. What will the plain man make of "the terms of an Attalus"? He will consult the "Index of Proper Names" and find only "King of Pergamus." In line 19 *est qui* is not "many a one there is," but "I know one" (probably Horace is hinting at himself), and in line 22 the epithets are misplaced; the rill is sacred, the source gently murmurs. In I, ii, 17, *nimum* qualifies *querenti*, not *ultorem*. In I, iv, 15, *nos* is misrendered "thy." In I, vi, the last stanza is marred by not attending to the Latin order, and "adamantine tunic" is not elegant. In I, viii, "patient of sun and dust" and "arms bruised by weapon practice" are no less inelegant, and so, in I, x, is "by setting up the grace-bestowing wrestling ground." In I, xi, "busy thyself with household tasks" is not an improvement on Horace's "strain clear the wine." In I, xiv, which is closer to Horace—prose or verse? "Do thou, who wert not long ago to me a source of worry and weariness, but art now my love and anxious care, avoid the seas that come between the glistening Cyclades."

A burden once and grievous care,
But now a tender lover's dream,
Of rocks and currents, oh, beware,
When bright the Cyclads gleam.

Circe vitrea is not "Circe of the glassy sea," nor *voltus*

lubricus aspici "face seductive to behold." In I, xx, 10, *bibes* is altered to *bibas* and translated "At thine own home thou mayest drink." *Bibis* would be simpler if we are to emend. Can a cup be "flavoured" with wine? I, xxiv, 11, *creditum* means "entrusted to the gods," not "to this mortal life." In I, xxvii, 16, "freeborn always is the object of thy weakness" is hardly English; "the bourne where Atlas has his stand" suggests a coster. In I, xxxvi, 11, "nor be there limits of devotion to the wine jar brought out" might serve as a whipping boy. Who would recognize Horace in "That corner of the world smiles to me before all others," in "'Tis actually of help to thee" (*expedit*), II, viii, 9, or in "Upon my word it does" (*inquam*, line 13)? He who "safely avoids the foulness of an ill-kept house and discreetly, too, avoids a hall exciting envy" does not hit "the golden mean" of translation. In II, xiii, for "the soldier dreads the arrows of the flying Parthian, and the Parthian the chains of the Roman dungeon," we have "the Parthians and their swift retreat" and "the chains and rugged strength of Italy." In II, xvii, *maturior vis* cannot mean "untimely blow," and "so dear as before" is meaningless. In II, xviii, how can a man "become unwittingly the owner of a palace"? "To build out the coast" is a strange phrase for "to thrust back the shore," and *trahere purpuras*, "to trail purple robes" is rightly pronounced by Orelli *mirifica interpretatio*. In III, iii, 7, *fractus orbis* is not "the falling vault of heaven," but "the world in ruins." In III, v, *unde vitam sumeret* is not "how to make his life secure," and why are *vis, vim, vires* rendered "force," "power," "might"? In III, vi, 22, *matura* is a standing crux, but it cannot possibly mean "early." In III, ix, 21, "fairer than the stars" seems a wilful blunder, and so does "lovers' pallor tinged with saffron" in the next ode. In III, xii, 2, for "or who lose heart" read "or else live in mortal terror." In III, xix, who, from the translation, could tell that three ladles of water to nine of wine or nine of water to three of wine is intended? In III, xxv, *vertere* means not "to uproot," but "to pull to the ground," as the Bacchae shows, and the god crowns his own temple, not those of the poet, with vine leaves. In III, xii, 6, *duellis* for *puellis* is a foolish emendation, and Bentley's *securisque* for *et arcus* is most improbable. In III, xxvii, 7, "him" for "her" is an obvious slip or misprint, but "I know what the sins of clear lapyx" needs itself a translation. "The infamous bullock" is a singularly inappropriate name for Jupiter under the circumstances, and "to feed the tigers" suggests the Zoo. We never read before, even in myth, of "purple swans" or of bees who "gather thyme." It may be as well that the boy will not understand the threat that "unexpected down shall come upon thy pride."

We had marked off as many more passages for censure, but we think that those given more than suffice to establish our indictment and are more, our readers will think, than such a performance deserves. Our apology must be that the "Loeb Classics" have won such a well deserved reputation that we should grieve to see any decline from the high standard of previous volumes. It is hard to believe that the two general editors of the series, both distinguished scholars and one of them an editor of Horace, can have given it their imprimatur.

History of Roman Private Law. Part II, Jurisprudence. In Two Volumes. By E. C. CLARK, LL.D., Regius Professor of Civil Law in the University of Cambridge, and of Lincoln's Inn, Barrister-at-Law. (21s. net. Cambridge University Press.)

Now that Dr. Clark has retired from the active duties of teaching, it is to be hoped that his "History of Roman Private Law" will proceed apace. Part I was a small volume, dealing with the Sources of Roman Law. Part II, after the lapse of eight years, is a couple of handy volumes, running to some eight hundred pages between them. But it is rather startling that they are labelled Jurisprudence, and consist mainly of Jurisprudence. Who could have anticipated that a couple of volumes on jurisprudence would be dumped into the middle of a history of Roman private law? The

subjects are, to be sure, closely allied; most of the nomenclature, and many of the illustrations of jurisprudence, are derived from Roman law, and Roman law cannot be taught without evolving principles of jurisprudence; but surely an exposition of the origin, progress, and development of the private law of Rome cannot reasonably be held to require, or to tolerate, the interjection of a critical treatise on jurisprudence. The explanation of the singular course that Dr. Clark has chosen may possibly be found in the fact that he has been in the habit of lecturing on both subjects and mixing them together; at any rate, throughout these volumes he always has his eye on the educational aspect.

Apart from the question of form, however, and in face of much difference of opinion, we welcome his detailed criticisms. In spite of a crude and repellent style, a vexatious habit of eternal reference and frequent worrying about the proper place for treating this or that, the sudden dropping of an argument inconclusively, the cloistered conservatism (tempered, indeed, by candour and reason), and so forth, there is always the precious quality of wide and exact scholarship, and the gift of a strict logic that bends only before occasional prejudices, which may be readily discounted. Probably Dr. Clark judged rightly when he refrained from a systematic and independent treatise, and confined himself to the assemblage of a mass of criticism in detail, with incidental positive suggestions.

The author's acknowledged revulsion against Austin and Bentham is very apparent. Yet, though he harries Austin in particular with great persistence and occasional success, he does often acknowledge his valuable qualities and services, and, on the whole, leaves the impression of a very fair and impersonal criticism. The work, indeed, is substantially a thoroughgoing and acute examination of Austinian doctrine. Unfortunately for Austin, his great book suffers severely from its incompleteness, want of revision, and frightful style. For all that, it forms a standing landmark, and Dr. Clark has not submerged it or battered it down. The first business of a critic is to realize the inherent difficulty of the task that Austin undertook. The materials of Jurisprudence are not amenable to mathematical formulae; and it is vastly easier to suggest defects than to create the thing alleged to be defective. Dr. Clark himself decidedly shies when he feels that his readers will expect him to substitute a sound plank for one of Austin's that he declares to be rotten. Like many another, he wrestles with Austin's definition of law, even backing strangely some arguments that have long been exploded. He "agrees that Law, the particular subject of Jurisprudence, is more generally and naturally apprehended as obtaining among members of a fully formed State." Then why worry about cases that look more or less like law that are found in circumstances where you can hardly affirm that there is yet a State? It is no question of the soil in which law grew up, or of the elements or nutriments of the fibres that developed eventually into Law: the chrysalis is not the butterfly. The line has to be drawn somewhere, and nobody has yet drawn it more decisively than Austin. Dr. Clark is willing to call "any rules of human conduct actually obtaining among any considerable number of human beings, in some manner associated together [not necessarily in a State, in spite of the general and natural apprehension already admitted], by virtue of *human sanctions*" [not necessarily by "signified command"], by the name of Positive Law. What is this but a recurrence to pre-Austinian chaos?

After discussing Morality and Law, Dr. Clark addresses himself at great length to Law and the State. Here he inevitably freshens the subject by a review of the enormous developments since Austin's time down to the Parliament Act and the proposed reconstitution of the House of Lords, the Referendum, and Trade Disputes. One cannot but feel that much of the matter, though good of its kind, is far more in place in a book upon constitutional law than in a work on jurisprudence, while the "History of Roman Private Law" is lost to recollection. The remainder of the first volume, however, is businesslike, treating elaborately of *ius* and *lex*, and then the Roman *ius scriptum* and the Roman and modern

ius non scriptum—the latter a somewhat academic thesis. The second volume involves a much larger proportion of Roman law than the first, though still the "History" is in the background. It deals mainly with definitions of technical terms and classifications of the matter, both in the original books and in view of general jurisprudence, with free discussion of modern as well as of ancient notions. One of the best chapters is the handling of the much-debated question of the *ius personarum*. The whole work is a mass of detailed controversy of a very technical character. Inevitably there will be not unfrequent dissent from Dr. Clark's conclusions; but what really matters is that the thorny questions should have been frankly and minutely handled with most competent scholarship and with remarkable acuteness and patience. And now we await with interest the resumption of the "History."

A First Book of Experimental Science for Girls. The House: Hydrostatics and Heat. By JESSIE WHITE, D.Sc. (1s. 6d. Black.)

To those who have studied the problem, it has for long been obvious that girls require a course in science quite different from that which it has been customary to provide for boys. When the best courses for girls have been discovered it may be found desirable to bend the traditional boys' courses somewhat in the same direction; but the present need is for a woman—it must be a woman—to invent and publish a course of lessons which shall really train girls to think scientifically about their environment. To do this is no easy task, as the author must have a critical and philosophical mind, a sympathy with young girls, and experience in science teaching under school conditions. In the present instance the author's reputation led us to open the little book before us with a considerable degree of hopefulness. We were not disappointed. The book is original both in choice of topics and in treatment, and the language combines simplicity with accuracy to a degree only too rare in elementary textbooks of science. Aiming to make the house a subject of scientific interest, Mrs. White has not only suggested experiments; she has also outlined much observational work for which the school and the home provide material, while the fact that occasional excursions are included will appear an advantage, except to those who are unable or unwilling to undertake a troublesome part of the teacher's duty. As regards the specific contents, the first section deals with the aspect of a house, the soil, and architect's plans. This is followed by sections dealing respectively with weighing and density, supplies of water and heat and effects of heat (partly quantitative). Sets of questions to be solved at home conclude a workmanlike volume.

Certain points might be revised when another edition is contemplated. The account of the heating of a greenhouse is not quite in accord with recent research; it is now known that the prevention of convection is a principal factor. The word "emissivity" needs to be used with caution, in view of the modern use of the term for electronic discharge. It is not true that "the flame of the Bunsen burner which is non-luminous is more heat-giving than the yellow flame of an ordinary burner." The fact is that the complete combustion of a cubic foot of gas evolves a fixed quantity of heat. The temperature of the yellow flame is lower, its volume larger, and the proportion of heat radiated is larger, than when the gas is burnt at the same rate in the Bunsen flame. An index should be provided.

One of the interesting features of the book is the extensive range of historical allusions which enrich the descriptive paragraphs. We hope this characteristic will be retained in the promised second volume, which will deal with the physics of ventilation, the chemistry of air, water, acids and alkalies, and will also treat briefly electric bells, meters, and lighting. We hope this book will meet with the success which it deserves.

Latin Quantity and Accent. By F. W. WESTAWAY. (3s. net. Cambridge University Press.)

The report of the Classical Association shows us here that

the reformed pronunciation of Latin is holding its ground and advancing; that the backslidings revealed at the Head Masters' Conference are local, and that Oxford and Eton are backwaters. Mr. Westaway has performed a useful task in expanding and supplementing Prof. Postgate's "How to pronounce Latin," with exercises and selected passages marked for reading. We cannot help suspecting him of laughing in his sleeve when he tells us that the book is not written for schoolmasters, but for those who feel that their acquired pronunciation needs overhauling. How few even of the reforming schoolmasters attend to the *liaison* on which Mr. Westaway insists, or read "Infandur regina yubes renouare dolore"? We doubt, however, whether Mr. Westaway will ever prevail on Wykhamists to sing "doolke dommoom" or on the layman to say "wike wersah." The chapter on Hidden Quantity will prove most useful to the teacher, giving simply rules perfectly intelligible to the pupil, which will remove half the difficulties. It is frankly acknowledged, however, that there are problems still to be solved before we can aspire to pronounce Latin as well as, let us say, the educated Englishman pronounces French. Thus we have not yet determined whether Latin accent was a matter of stress or pitch. But this is no reason why we should not attempt an approximation. It would be as reasonable to argue that we should not teach French pronunciation because few boys, if any, will attain to speaking French as a Frenchman. It would have added to the interest of the book if the author had indicated the evidence on which the Reformed pronunciation is based, but, as he tells us in a neat epigram, he makes his bow as a *libellus*, not a *liber*, and we add a *plaudite*.

The Oxford Survey of the British Empire. Vol. I: The British Isles and Mediterranean Possessions. Edited by A. J. HERBERTSON, M.A., Ph.D., and A. J. R. HOWARTH, M.A. (14s. net. Oxford University Press.)

The plan of presenting the historical muse as an orchestra of specialist performers, conducted by a Lord Acton or a M. Lavissee, is here applied to geography. This word, to be sure, must be taken in its widest sense, since the volume before us includes accounts of government and local administration, national defence, town and country life, with other articles, that make it almost an encyclopædia of our country's present state. It is not indeed quite full enough to explain to a foreigner all the anomalies, inconsistencies, local peculiarities, and overlapping divisions of style and authority which, through the free growth of our institutions, present such a puzzle for citizens whose map of life is officially ruled by more regular lines. There are in all some two dozen chapters, written by nearly as many experts, illustrated by photographs, instructive sketch maps, and solid tables of statistics. Beginning with physical features and geology, the articles deal with climate, botany, fauna, population, agriculture, and so on, concluding with a brief gazetteer of all towns in the United Kingdom distinguished for size or other title to importance. The smaller islands are taken as a kite-tail that extends to our Mediterranean stations.

The next four volumes will treat our possessions in other continents, the last being devoted to a general survey of Imperial topics. If carried out in the same manner as the first instalment, these volumes must make a valuable work of reference, recommendable to school libraries that can afford its price, £3. 10s. net. An edition in three volumes, on India paper, is to cost an extra pound.

Training the Girl. By WILLIAM A. MCKEEVER. (6s. 6d. net. Macmillan.)

Prof. McKeever's books on the education of boys and girls enjoy a wide popularity in the United States, where apparently there is a great and growing demand for pedagogical literature. We do not know if the present volume will greatly appeal to English teachers and parents. The author deals with his subject in such a minute fashion, and gives so many details, that only the most enthusiastic and unwearied educationist is likely to persevere to the end. Indeed, the very contents pages, with their innumerable divisions and subdivisions, are likely to frighten away many a

would-be reader. Yet if he will persevere he will find some very sensible ideas on the education of girls which are well worth a careful study. The author advocates domestic training as an integral part of a girl's education, and, though he insists that every girl should be able to earn her living, he sees in marriage and motherhood the possibility of realizing the best that is in woman. Altogether a sensible book, which would be of far greater use were it one-third the size.

Montessori Schools as seen in 1913. By JESSIE WHITE. (1s. net. Oxford University Press.)

This is an account of visits of inspection paid in the spring of 1913 to thirteen schools conducted, more or less closely, on Montessori principles. The book is not easy reading. It presupposes a knowledge of Montessori Method and of the "Didactic Material," for the photograph at the end (apparently an advertisement) is of little assistance. It is, in fact, the diary that Mrs. White kept from day to day, rough notes of what she saw and heard, with no attempt at order or composition, and its value consists in this artlessness. The reader is left to form his own conclusions. The only moral drawn by the author is that we need in England something analogous to the Case dei Bambini for children under five, provided by the State or Municipality. Agreed, but the impression left by this diary is that the English Kindergarten is greatly preferable to the Italian Casa as a model. We will not repeat our reasons for this preference, but may add one suggested by this volume. The instruction, such as there is, and the discipline are wholly in the hands of the *Directrice*, for the *Assistente* seems no better than a pupil-teacher, and the teaching is wholly individual. It seems to us no more possible for one teacher than for one nurse to attend to the wants of thirty or forty infants. The cost of a properly staffed infant school run on Montessori principles with patent didactic materials would be prohibitive. In a Kindergarten we lately visited the mistress had bought for a song a cartload of wooden blocks, the odds and ends left over from some wood-paving in the neighbourhood, and these, she informed us, served her turn better than a dozen sets of Broad Stairs and Long Stairs, Insets and Towers.

A Path to Freedom in the School. By NORMAN MACMUNN, B.A. (G. Bell.)

'Tis, indeed, a strange world wherein we dwell! Here is Mr. Norman MacMunn writing as if Rousseau, Froebel, Pestalozzi had never been; as if until the coming of Mme Montessori—to whom all true educators owe a debt of gratitude—the psychology of the child had never been studied, and as if the harsh methods and the dogmatic ideals of the schoolmen were still universally in force. If Mr. MacMunn were less of an egotist, less amazed at his own stupendous cleverness and his amazing pedagogical discoveries, if he had studied the history of education as every training college student is bidden to study it, he might have produced a really valuable little book descriptive of his very interesting experiment in teaching. As it is, his exaggerated statements, his huge generalizations, and his evident ignorance of what is being done to-day in our best schools vex the thoughtful reader and incline him to give less attention to the many sensible and suggestive ideas that are to be found in this volume. Mr. MacMunn is clearly a very thoughtful educationist; he is dissatisfied with the old ideas of discipline, and believes that, by making boys discipline themselves and one another (as is done in the Little Commonwealth and the schools conducted on Montessori lines) the greatest problem in education is satisfactorily solved. And not only do his boys maintain their own discipline, but in the French classes which Mr. MacMunn conducts they teach each other. In Part II of his little book he tells us of his new method of "partnership," whereby the class works in sets of twos, the two partners alternately asking each other questions. In this way the whole class is actively working; there is no keeping back the clever boys to the lower level of the duller lads, or, as so often happens, neglecting the latter for the former. Mr. MacMunn has proved by experience that under this "partnership" system the "slacker" disappears and the whole class works with extraordinary keenness. It is impossible to explain Mr. MacMunn's methods here; they presuppose a highly intelligent teacher and a willing class of a limited number. Such a teacher will take an apparently far less direct share in the teaching, and he must study very carefully each member of his class. The second part of the book should be carefully read by all teachers, and especially by those who recognize that they have not been able to get into real touch with their pupils. It is full of suggestiveness.

University Tutorial Classes. By A. MANSBRIDGE. (2s. 6d. net. Longmans.)

The rosy glow of the beginnings and aspirations of University Tutorial Classes for working men and women lingers throughout these pages, and it is pleasant to know that after six years the

author retains his faith in their efficacy. Mr. Mansbridge believes that "the desire for education, as a way of life rather than as a means of livelihood or a mere intellectual exercise, is instinctive among English people and ready to reveal itself under favourable conditions at any moment." The classes came into being in response to the demands of the Workers' Educational Association, after a Conference at Oxford in 1907. The speech of Mr. J. M. Mactavish gave the right attitude with its independence and spirit of idealism, and well merits its place in the appendix. "I claim for my class all the best of all that Oxford has to give. . . . What is the true function of a University? Is it to train its best men or to sell its gifts to the rich? . . . I believe one of the reasons, if not the great reason, why our University Extension lectures have not been successful is due to the fact that the average University Extension lecturer is decidedly middle and upper class in his outlook." There are accounts of the complete class of the students and tutors, and of some existing classes. Difficulties in connexion with the working of classes are discussed; one of the chief of these appears to be the question of working men's overtime. It is interesting in connexion with this book to recall the Memorandum issued by the Education Committee of the L.C.C. last winter on Non-vocational Institutes, with suggestions for the treatment of some non-vocational subjects. Here is another sign that education for life as distinct, and complementary to, education for livelihood is beginning to be within the reach of all.

Women in the Medical, Nursing, and Allied Professions.

(1s. post free. Women Employment Publishing Co.)

We can strongly recommend this Section of the *Fingerpost* now published in pamphlet form. It contains thirty articles, each by an expert in her particular branch of the profession and gives information that we should not know where else to look for.

Proceedings of the Classical Association. January 1914. Vol. XI. (2s. 6d. net. Murray.)

The chief contents of this volume were noticed by us in reporting the January meeting of the Association, but we would call attention to the pregnant article by Mr. R. W. Livingstone on "The Teaching of the Classics as Literature," Prof. Ridgeway's learned paper on "The Origin of Greek Tragedy," and Miss Stawell's monograph on "The Scamander Ford in the 'Iliad.'" Mr. W. L. Paine appears as the Robespierre of the New Method. He maintained that "even one month of learning Latin on the Direct Method leaves the child a changed, a developed, an educated person," and that "one minute a week of the Direct Method would be better than twenty-four hours of the traditional method." The Report of the Committee to inquire into the position of Classics in the Universities of the Empire (twenty-two, including Colleges of University rank) shows that in none is Greek compulsory, except for an Honours degree in Classics, and that Latin up to a Matriculation or Intermediate standard is generally required for students in Arts, Law, Medicine, and Theology.

François le Champi. By GEORGE SAND. Edited by COLBERT SEARLES. (3s. net. Oxford University Press.)

We cannot recommend this exquisite village idyll as a school reader. It may be prudish to object to the story of François and La Sévère (a variation on Joseph and Potiphar's wife) as unfitted for *la jeune personne*, but the semi-patois in which it is written is not adapted for learners. Attention is, indeed, called to gross violations of literary French, but the instances are endless where an educated man would have expressed himself differently. The very title calls for a note: "champi (Latin *campilis*) = enfant trouvé." St. Christopher and Twelfth Night cake do not call for elaborate comment, but even some teachers might be puzzled by "le jour de la Chandeleur" and "il serra les chevilles des pieds." At the end of each chapter is a "translation," a résumé in English which "gathers up the most colloquial and usable phrases." Short sentences, we think, would better serve the purpose. The renderings are not idiomatic: "he was, so to speak, buried in his musings," "it would be no use to quibble and worry the inheritance," "Frank pecked at her till she was all on fire."

Prinz Friedrich von Homburg. Von HEINRICH VON KLEIST. Edited by G. F. BRIDGE. (2s. 6d. Macmillan.)

Mr. Bridge has here broken new ground and edited a play that is less known in England than Kleist's "Kätchen von Heilbronn." It is interesting as a dramatic embodiment of "Preussentum" and also as bearing on a question of current politics, the conflicting duties of the soldier and the citizen. There is a well written life of Kleist, and in the notes the departure from history and the inconsistencies of the characters are well discussed. A drama in verse does not lend itself to reproduction so well as a prose narrative. The author's peculiarities of vocabulary and syntax are duly noted, but the ordinary prose equivalents might have been more frequently given.

Researches in Magneto-optics. By P. ZEEMAN, Sc.D., Ph.D., D.Sc. (6s. net. Macmillan.)

This, the latest member of the now well known series of science monographs published by Macmillan, admirably fulfils the object of the series, which is the expression of modern scientific work as it has developed under the skilful hands of the greatest workers of to-day. Prof. Zeeman deals with the fascinating researches which have arisen from his fundamental discovery in 1896 of the resolution of the spectrum lines of a source of light when under the influence of a strong magnetic field. In the first chapter a clear and illuminating account of modern spectroscopes is given, and the distinction between resolving power and dispersion is admirably explained. The eminent author proceeds to tell, in vivid and enthusiastic terms, the story of the interrelations between magnetism and light—a remarkable story of the way in which experiment and theory, observation and deduction have proceeded unerringly hand in hand. One very interesting chapter deals with an inverse application of the subject-matter, whereby the magnetic fields of the sun have been explored. Finally, the whole array of brilliantly conducted researches is marshalled in criticism of the various conceptions of atoms which have been based on the recent advances in our knowledge of matter. The book has passed in its proof stage through the able hands of Prof. Fowler and is a valuable and stimulating account of the vague borderland where matter and ether meet. A complete bibliography is given and a number of excellent plates illustrate some of the beautiful optical phenomena described in the text. Prof. Zeeman's book is indispensable to all students of physics.

A Laboratory Manual in Physics. By N. HENRY BLACK. (1s. 8d. Macmillan.)

This selection of fifty exercises ranges through mechanics, heat, electricity and magnetism, and optics. Necessarily the treatment is scrappy, and it is probable that better educational results would be obtained in schools by treating half this range with twice the thoroughness. If it is necessary thus to rush the subject, the book may be recommended, as the selection of topics and the method of presentation are meritorious.

A Textbook of Elementary Statics. By R. S. HEATH, M.A., D.Sc. (4s. 6d. Clarendon Press.)

In spite of the large number of books dealing with this subject which have already been written and published, the Professor of Mathematics at Birmingham has issued yet another. It is important, therefore, that we should indicate in what respects the book differs from others. Time, space, and mass are generally accepted as fundamentals in the teaching of mechanics, and the idea of force is often synthesized as a dynamical conception of mass-acceleration. To Prof. Heath, as to many modern teachers, this course does not commend itself. In his book he has based his treatment of statics on the intuitive idea of force which arises personally in lifting any object, and experimentally in using a spring balance. There is a considerable advantage in teaching students the fundamental operations of resolving forces, and of analysing actions and reactions, before commencing the more difficult problems offered by dynamics. The book deals with statics as fully and completely as can be done without the introduction of the calculus. Geometrical and analytical methods are discussed, and the examples are by no means confined to two dimensions. The author has been at great pains to bring his subject into relation with everyday life, and the problems which are solved in the text relate to practical machines such as bicycles and steam-engines and to jointed frames and stiff beams, the treatment of the latter affording a valuable introduction to methods of structural engineering. A numerous collection of exercises is appended to each chapter. The book is suitable for Matriculation and Inter. B.Sc. students, to whom we can sincerely recommend it.

Analytical Geometry and Principles of Algebra. By A. ZIWET and L. A. HOPKINS. (7s. Macmillan.)

As its title indicates, this book is by no means confined to analytical geometry; it includes other branches of mathematics that may be read with advantage at the same time. Thus, the intersection of straight lines involves the solution of simultaneous equations of the first degree. This leads naturally to the subject of determinants, and accordingly determinants are discussed at considerable length. The study of the circle, again, depends on the theory of quadratic equations. This in its turn requires a knowledge of complex quantity, and thus the chapter on the circle is succeeded by one on complex numbers. Such diversions are both useful and interesting, though a reader may naturally object to nearly one-fourth of the book being occupied by material which he possesses in other textbooks. The conic sections, of course, provide the principal part of the subject, and they are treated fully, though at less length than is customary in English textbooks.

Other curves follow, such as the conicoid, the limaçon, the cissoid, the lemniscate oval, and the cycloid and associated curves. The equations of all these curves are obtained from the geometrical properties given. The book concludes with a short course of analytic geometry of three dimensions. The treatment throughout is more geometrical than we are used to, and the examples are simpler; but for those who wish for an acquaintance with the methods of analytical geometry both text and examples leave little to be desired.

The Jews of To-Day. By Dr. RUPPIN, translated by MARGERY BENTWICH. (6s. net. G. Bell.)

Miss Bentwich has given us a faithful translation of the second and revised edition of Dr. Ruppín's masterly treatise. It raises questions of historical, anthropological, linguistic, and religious interest, on which no one can fail to speculate, though few of us have the data for forming even a probable conclusion. What has made and keeps the Jews a peculiar people? Is it likely and is it desirable that they should so remain? If it is, which of the several schemes proposed is most likely to arrest the process of disintegration and absorption? Dr. Ruppín is himself a Zionist, and he has shown his faith in this solution by himself residing for a number of years in Palestine. He has not convinced Mr. Joseph Jacobs, who contributes a valuable Introduction, and that remarkable Swedish novel "Jerusalem" inclines us, too, to scepticism. But the statistics of Jewish births, deaths, marriages and intermarriages, occupations, &c., that the author has collected from all countries where there is a Jewish population show no signs of *parti pris*. We have noticed one strange omission in Dr. Ruppín's account, the predominance of the modern Jew in *Weltpolitik* as the proprietor of the most influential and widely read newspapers in England, Germany, and the United States.

The Layman's Old Testament. Edited by Canon M. G. GLAZEBROOK. (4s. 6d., or, in two parts, 2s. 6d. each. Oxford University Press.)

This gives the major part of the Old Testament, omitting five books—Leviticus, Chronicles, Esther, Lamentations, and the Song of Solomon. The First Book of Maccabees is added to fill the gap between the Books of Kings and Ezra, and from the Apocrypha Ecclesiasticus and the Wisdom of Solomon. The text is that of the Revised Version, but the marginal renderings have, in a number of cases, been adopted. Further, the post-exilic portion of Isaiah has been separated and placed with the apocalyptic writings of Daniel and the minor prophets. The brief foot-notes are confined mainly to explanations of Hebrew names, alternative renderings, and indications of corruptions in the text. We wish that Canon Glazebrook would give us a companion volume, expanding the notes and the suggestions thrown out in the introduction. The layman needs something more than a chronologically arranged text and maps to read the Old Testament with understanding.

Widsith. A Study in Old English Heroic Legend. By

R. W. CHAMBERS. (10s. net. Cambridge University Press.)

It seems a pity in a volume where, both directly and indirectly, the importance of the poem under discussion is pleaded with so much eloquence and learning, that the printed text of the poem should have had such scant justice done to it. Instead of being placed in the forefront of the volume it does not appear till the end of Mr. Chambers's long study upon it, and then accompanied by such voluminous notes, that it can only find a precarious foothold at the top of the page, sometimes for a single line. We are not criticizing the presence of the notes, which are all very much to the point, but the 143 lines of the poem make such a small demand on space that they might perhaps have been allowed the privilege of a few pages to themselves, and in so enterprising a publication one might perhaps have hoped for a page or two in facsimile. We have no criticism to make on Mr. Chambers's study, which is conceived in a most liberal spirit by a scholar who is also an enthusiastic student of the wider issues of his subject. After a short introductory chapter on the German heroic age in its relation to "Widsith" he has two lengthy and illuminating chapters on the tales known to "Widsith" of Gothic and Burgundian heroes, of the seafolk and of the Franks and Lombards. Then follow three shorter chapters on "Widsith" and the critics, the geography of the poem, its language and metre, concluding with a short and excellent summary. After the text comes a very full bibliography, and numerous appendixes and maps complete the volume. Mr. Chambers's study of "Widsith" and all that pertains to it must certainly rank among the most valuable studies on the Germanic heroic poems. His concluding words will indicate the finely historic spirit in which he approaches his subject. Commenting on Sir Thomas Browne's "Diuturnity is a dream and folly of expectation," he says: "Yet in the old heroic poetry we get a glimpse of the thoughts of those men whose unrecorded lives and deaths have done more towards the building up of Europe

than have the intrigues and quarrels of their lords. This should render sacred not only every recorded line of the old poems, but every paraphrase and every allusion."

Selections from William Hazlitt. Edited, with Introduction and Notes, by WILL DAVID HOWE. (5s. Ginn.)

This is a book that was well worth doing and has been done well. In spite of the almost unanimous testimony of all competent critics, if we except a few contemporaries who were prejudiced by personal or party animosities to Hazlitt's pre-eminence as an essayist and a master of English prose, Hazlitt is not studied to-day in schools or colleges as are essayists of far narrower range—Bacon, Steele, and Addison. The Introduction deals fully and sympathetically with Hazlitt the man, his friends and his foes; his literary activities as a critic of art, the stage, and *belles-lettres*. The miserable "Liber Amoris" is not ignored, but is reduced to its proper proportions. His imperfect sympathies with contemporary genius are noted no less than his wonderful literary *flair*. To annotate Hazlitt and track all his quotations in their distorted and mutilated forms is no light task, and it has been well performed.

(1) *Harrap's Dramatic History Reader.* Book V. By F. E. MELTON. (1s. 6d.) (2) *Plays by Boys of the Battersea Polytechnic Day School.* (1s. Published at the School.)

Teaching history by making children act is coming rapidly into vogue, and it may be permissible therefore to suggest to writers of historical plays two or three principles which must be observed if their work is to be of any value. First, the scenes must be genuine and correct history, not history distorted to suit their own purpose; they must be teachers of the truth first, and artists afterwards. Secondly, their plays must have colour, and their *dramatis personae* must have character. Mr. Melton's work does not show much of these qualities. Turning to the scenes of the Petition of Right we find the King making a speech in the House of Commons, a debate carried on in his presence, and Cromwell playing a leading part. The language is generally flat, and Cromwell talks just like Coke. In the "Capture of Gibraltar" Rorke is represented as opposed to the enterprise and yielding only to the suasion of Shovel, a view for which we should be glad to know Mr. Melton's authority. We prefer the efforts of the Battersea boys. But it was quite unjustifiable of the authors of "The Nine-days' Queen" to make Mary put the Dudleys to death immediately after the repression of Northumberland's attempt, and the little one-act piece, "Two's Company," which shows originality, humour, and a genuine turn for dramatic construction, contains only a pinch of history. Mr. Arnold Smith, the head master of the school, contributes a foreword, in which he upholds the doctrine that "children, like their elders, learn by doing." The phrase is becoming a catchword, and the limitations of its truth must be recognized. There is a learning without doing as well as a learning by doing, and the genuine student seeks knowledge as an end in itself. Still, of the value to themselves of the work of these boys there can be no question. They had a lesson in how to acquire information, and they did a literary exercise which taught them something about dramatic construction, versification, and choice of language. The little book is published rather to encourage others than for the intrinsic value of its contents, and we hope it will serve that end.

A History of England and the British Empire. In four volumes. By ARTHUR D. INNES. Vols. I and II. (6s. net. Rivingtons.)

Nothing but unqualified praise can be given to the orderly arrangement of facts, the logical division into periods, and the extreme clearness of thought and expression which are to be found in Mr. Innes's History of England and the Empire. If it were not that there are already so many histories of a somewhat similar kind in the field we should certainly say that these volumes should find a place in every teachers' or students' library. But our memory recalls to us Gardiner's delightful history in three volumes—not nearly so well arranged, be it admitted, as Mr. Innes's—and Ransome's larger volume, not to mention various series of small textbooks written by eminent authorities. Probably, owing to the rapid growth of schools in this country and to the quickened interest in history among elder students, there is room for Mr. Innes's sound and scholarly work in which we are glad to see far more attention paid to economic and industrial questions than is usual in books of this kind. The chapter in Volume II on "Expansion under Stuart Kings" contains an extraordinary amount of valuable information (within a very narrow compass) that will give the young student much food for thought. On the other hand, it must be regretted that more attention has not been given to literature and to the social life of the times. To the present writer it has always seemed a great pity that J. R. Green's influence has not been stronger both on the teachers of history and on the makers of history textbooks.

London in English Literature. By PERCY H. BOYNTON. (8s. Chicago University Press and Cambridge University Press.)

London has never held in English literature quite the same place that Paris has held in French literature, and, as we recall the names of our greatest, not more than half of them have more than a casual connexion with London. Against Chaucer, Shakespeare, and Milton, we may set Wordsworth, Shelley, Tennyson, and Browning, and so on. As it is, Mr. Boynton realizes that he has far more material than he can deal with, and has only attempted by a selection "to give an idea of London atmosphere in the various literary periods," and to supply references for further research. An appendix gives a list of illustrative novels, with references to the chapters which illustrate particular localities. Reproductions of old charts and prints add greatly to the value of the volume. The author has forestalled any complaints of omissions, but we do miss under "Drury Lane" any reference to the Fire or "Rejected Addresses," though under "Horace Smith" we find "Brambletye House"; or to "Duelling" under "Lincoln's Inn Fields" or elsewhere. The style is easy and unaffected, and it is just the book for a leisure hour.

"Representative English Comedies."—Edited by CHARLES MILLS GAYLEY. Vol. II: *The Later Contemporaries of Shakespeare.* (8s. 6d. Macmillan.)

This volume gives the three best comedies of Ben Jonson, "Everyman in his Humour," "The Silent Woman," and "The Alchemist," besides "Eastward Hoe," in the composition of which Jonson had some share, how much is an unsolved question, and the anonymous "Merry Devil of Edmonton." To each play is prefixed a critical essay, and the editor contributes "A general view of the fellows and followers of Shakespeare." It is a thorough, scholarly work. For the text the various editions have been collated. Among the essays we would signal out for special commendation Prof. Herford's brief but masterly critique of Ben Jonson.

Tudor England. By ADA RUSSELL. (1s. 6d. Harrap.)

This is a narrative rather of the Tudor dynasty than of Tudor England. Of Elizabethan literature we hear little. There is a full analysis of More's "Utopia," but Spenser, Shakespeare, and Bacon are polished off in a few lines. Voyages and discoveries and the Reformation are treated at length, but of the English people we learn little. The illustrations in black and white are plentiful, but somewhat crude.

The Vision of Piers the Plowman. Translated into English Prose with an Introduction by KATE M. WARREN. (2s. 6d. E. Arnold.)

This is the second revision of Miss Warren's version, first published in 1895 and long out of print. Langland's alliterative verse suffers less than most poetry by a prose rendering, and Miss Warren's rhythmical prose preserves most of the simple beauty of the original. A sentence from the Prologue known to all will serve as a sample. "On a May morning on the Malvern Hill a marvellous thing befell me; methought it was of faery. I was out-wearied with wandering, and went to rest down by a broad bank beside a burn, and as I lay there leaning, and looked in the water, it sounded so merrily that I slipped into a slumber." There is a summary of the controversy as to authorship as it stands at present. Miss Warren's conclusion is that no decision can be reached till all the MSS. has been collated and the second part (never yet translated in full) more thoroughly investigated.

Essays of Elia. Edited by A. HAMILTON THOMPSON. First Series. (2s. 6d. Cambridge University Press.)

Lamb is as full of quotations and allusions as Burton or Hazlitt, and needs, no less than they, a painful annotator. Mr. Thompson, with the aid of his precursor Mr. E. V. Lucas, to whom he expresses his obligations, has done the work thoroughly. Our only fear is that schoolboys will get up the notes, and then think that they have mastered the "Essays." The allusions, like the brother's oaths in Dean Ramsay's story, "add a grace to the conversation"; but a plain man can relish the plain text with small Latin and no Greek, and though he is unable to fill in one of the initials and blanks.

Now and Then: Chronicles of Half-text History. By ASCOTT R. HOPE. (3s. 6d. Black.)

This is the third edition of the six school stories published in 1897. It shows, we hope, that Mr. Moncrieff was mistaken when, in his recent "Book about Authors," he classed himself as a boys' novelist among the "Thens."

Tales from "The Earthly Paradise." Selected and arranged by W. J. GLOVER. Illustrated by ISOBEL BONUS. (6s. Black.)

The Prologues and twelve of the Tales have been translated into prose and retold in language suitable for children. Morris suffers less than most poets in the process. Like Chaucer, and *longo*

intervallo Clough, he has the rare gift of the story-teller, but his verse flows on in an even current, with few of magic words or phrases that defy paraphrase. Mr. Glover has done his task well, and the illustrations are well drawn and graceful, though they all represent still life, never action or motion.

"Bell's English Classics."—MACAULAY'S *War of the Succession in Spain.* Edited by A. W. READY. (1s.)

The Notes are brief and to the point. Some of them, e.g., on the list of parsons and squires on page 63, needed research or wide knowledge of literature. Explanations of common English words—"obsolete," "perspicuous"—are superfluous. On the other hand there are some desiderata. What was Lord Mahon's first book (page 1)? What was the annual revenue in Elizabeth's reign (page 4). It was Byron who imitated the metre of Frere, not *vice versa*.

Stories of Elizabethan Heroes. By EDWARD GILLIAT. (2s. 6d. Seeley.)

The Heroes in this volume, a marvel of cheapness with its full page illustrations, are taken from Mr. Gilliat's larger work "Heroes of the Elizabethan Age."

An Anthology of English Prose from Bede to R.L.S.

By J. L. EDWARDS. (1s. Dent.)

Of verse anthologies we have a superabundance, but prose anthologies at a reasonable price are rare. Here we have specimens of ninety-two authors, and though we mark omissions (thus, among the poets, Ben Jonson and Shelley surely deserve a place as prose writers), yet there are few, if any, of the specimens that we would willingly spare. It would have been wiser to omit living writers. No one will grudge the compliment paid to Thomas Hardy, Austin Dobson, and Lady Ritchie, yet no one would have selected these three as the greatest or most representative. A few notes giving the context, or indicating, where necessary, the scope of the work from which the extract is taken, would be a welcome addition.

Blackie's New Systematic English Readers.

By ELEANOR I. CHAMBERS.

This new series of infant readers is a delight to the eye—a large page with large, well spaced type, and attractive pictures in colour. It begins with "The First Phonic Primer." "Phonic" seems to us a misnomer. The common alphabet is used throughout, and there are no diacritical signs. It is phonic only in so far as the letters are classified and anomalies eliminated. But in the very first sentence, "Pat is in a pit," *a* has two sounds. To compose under these conditions in monosyllables a reader that shall interest infants is a puzzle for which *Pearson's Weekly* might safely offer one of their thousand guinea prizes. As it is, we get this sort of mock story: "1. Jap has a red cap on. 2. He has a cup. The cup has a lip. 3. Let me sip out of the cup, and cut the bit of cod." Our experience is that a child learns to read faster if he is given a story he really wants to read, and is told, or allowed to guess at, the hard words. This objection does not apply to "The First Infant Reader." Some of the stories are quite interesting, but children should not be led to expect that they will see on the banks of the Penn Ponds "a tribe of king fishers." The illustrations to "The Second Infant Reader" are charming, but why should "Three Blind Mice" be bowdlerized thus: "each picked up his tail and ran for his life"?

The Bankside Costume Book for Children. By MELICENT STONE. (2s. 6d. Wells Gardner.)

To teachers who get up dramatic entertainments this will be a very useful manual. Costumes of all periods are described, and clear detailed directions with diagrams are given for making them. Each period is divided into men's dress and women's dress; and the costumes of the nobility, citizens, and peasants are treated separately. Some typical garments are massed together—e.g., a particular hood is suitable for the Greeks, or for the thirteenth century in England. Miss Stone has supplied a long-felt want, and her little book will save much searching in fashion books or illustrated histories.

A Glossary of Tudor and Stuart Words, especially from the Dramatists. Collected by WALTER W. SKEAT. Edited, with Additions, by A. L. MAYHEW. (5s. net. Clarendon Press.)

This posthumous work has been brought out under the happiest auspices. Mr. Mayhew, his friend of forty years, met Skeat on a holiday in Wales two years before his death, and found him, for relaxation, engaged in what to most men would have been a serious task—reading, pencil in hand, the Elizabethan dramatists, and jotting down on slips words and phrases that need explanation. These slips at his death amounted to some seven thousand, and to Mr. Mayhew was entrusted the task of preparing them for the press. The vocabulary has not been to any extent enlarged, yet to put what are modestly called the finishing touches has taken nearly a year's continuous work, and the result is a glossary that will both

satisfy the professed philologist and provide the student of Elizabethan and Jacobean literature with a companion he sorely needs. The list of books referred to, occupying ten pages of small print, will give some notion of the labour involved, and the name of Mr. Henry Bradley, who has read the whole in proof, is a guarantee for philological accuracy. Perhaps it would have been better to omit Shakespeare, for whom we have a choice of glossaries, except in illustration. As it is, we find "miching malleco" and "mobbled queen" (the plausible emendation "mob led" is not noticed), but not "pioned and twilled brims."

Routledge's New English Dictionary. Edited by CECIL WEATHERLY. (3s. 6d.)

An excellent intermediate dictionary, halfway between Webster and the numerous small lexicons ranging in price from 1s. to 2s. 6d. Full advantage has been taken of the great Oxford Dictionary, and the pronunciations and derivations are consequently trustworthy. We have tested it pretty widely for neologisms—technical, scientific, and colloquial—and only once or twice found it at fault. In cricket there is a curious mistake. "Wicket" is defined as "one of the three wooden stumps" and "stump" as "one of the wickets."

Four Plays for Children. By ETHEL SIDGWICK. (2s. net. Sidgwick & Jackson.)

To write a play for children is not the simple task it would seem to the many amateur playwrights who have recently attempted it. To the dramatic sense must be added the rare gift that R. L. Stevenson and Mrs. Ewing possessed of reviving childish memories and becoming for the nonce as little children. This power Miss Sidgwick, as she has already shown in her works, possesses in a high degree, and the one original play of the four—"The Goody Witch"—is a genuine fairy tale which will lay hold of the juvenile actors, while the simple songs will please the audience of elders. "The Rose and the Ring" is hardly for the kindergarten—some fifty pages of libretto and most of it prose—but it is just the thing for a Christmas family party, and, with the accompanying directions, there should be no difficulty about scenery and stage properties. For the information of the nursery Thackeray's name should have been mentioned.

Bacon's Selected Essays. Edited by A. F. WATT and A. J. F. COLLINS. (1s. 6d. Clive.)

These are the essays set for the "Certificate Examination, 1905" (of the Joint Board, we suppose). The essays have been so thoroughly worked by scholars that little is left for a new annotator but to glean. Among those named Aldis Wright as one of the earliest and best deserved mention; yet, to judge by the notes on the first essay, they leave something to desire. In "Livia, while you live forget not our union, and farewell," where is the compliment? *Adeste* is not "be ready," but "be quick about it." The allusion to Vespasian should have been explained or omitted. The Stoics are blamed not for their theatrical deaths, but for their excessive meditations on death. Had the quotation from Horace been looked up, *idem* would not have been translated "again." "A sentence" and "in dispatch" need a word of comment.

MATHEMATICS.

The Teaching of Arithmetic. By DAVID EUGENE SMITH. (4s. 6d. Ginn.)

In this book Prof. Smith writes for teachers of some experience, in that he treats, for the most part, only of the wide and general problems of arithmetical teaching. As may be expected from such a well known authority, the book is stimulating and interesting in its breadth of view and deserves to be widely read. In the light of modern needs and modern views on psychology, the reasons for teaching arithmetic and the consequent choice of matter and methods are fully discussed. This leads to the consideration of oral and written work, the textbook, the nature of problems, subjects for experiment, and number games. The last part of the book is concerned with the arithmetic syllabus of an ordinary American school. It is noticeable that the ground covered is certainly less than that which we usually expect to cover in the English primary school. Prof. Smith accounts for this in various ways—among others for the reason that American teachers "are not, on the average, so well prepared as those of Europe, nor do they form so permanent a body," and also that "our professional educators have not the scholarship that is found in the holders of similar positions in Germany, for example, and their educational ideals are not so high." Though we find ourselves in agreement with most of the general principles of the book, we cannot help feeling that Prof. Smith overstates his case when he says of the fundamental operations that, though explanation should be given, yet "the important matter is never the explanation, and particularly true does this statement seem after the technique has been learned.

The operation, accurately and rapidly performed, is the desideratum, the check being of great importance in securing the essential accuracy." It would seem a sorry result of our teaching that the only residuum in the child's mind is that the operations were "rational," though he has no power of substantiating this impression. The fact of the matter surely is that "once" explained is not "always" explained. These fundamental operations must be reviewed in the higher grades just as much as any other part of the work, and at this later stage we may expect children to get more complete understanding of the operations as the scope of the operations becomes more and more extended. We cannot agree with Prof. Smith that "the problem of teaching arithmetic is not a particularly complex one." It is just because it is a complex one that we need such books as his and others mentioned in his ample bibliography.

"Longmans' Modern Mathematical Series."—*The Groundwork of Arithmetic.* By M. PUNNETT. (3s. 6d.)

Of a very different type from Prof. Smith's book is Miss Punnett's "Groundwork of Arithmetic," which deals with number-work for children between the ages of six and eleven. One great merit of the book is that it is in no sense dogmatic, though it gives a very detailed account of those methods which have proved best in the writer's experience. Disputable points are recognized as such by the writer. These points are discussed, and the grounds of the author's decision fully stated. The definite planning of the work in parallel courses, to develop "group imagination" and the "measuring" idea, is a wise plan. So also is that of giving typical exercises. Throughout the book much sound psychology finds explicit expression. As a general criticism we would say that we do not think Miss Punnett has quite solved the problem "of presenting the same number-facts to children in the greatest possible variety of interesting ways." We should like to see more number games suggested, for these most suitably relieve the monotony of the necessary "drill." We also feel that the discursiveness which, for example, makes a child's mind range from fingers to buttons, books, nuts, puppies, and pence is both undesirable and not really interesting. Lessons with more continuity of purpose and interest are both possible and preferable. It is impossible in a short space to treat of more than a few points in the details of method. We do not think the case for adding and subtracting tens before units in the early stages is made good; the trouble of subsequent change is serious. As to division, children certainly want to "share" before they want to "measure," and "measuring" is a difficult operation when the immediate application of the multiplication table fails, while sharing is a simple one. Further, we do not think the method suggested on page 142 the simplest possible. We doubt if fractions of such a small unit as an inch form the best introduction to the work, and we deprecate the advice to use qualitative units such as cakes, buns, or apples in this connexion. The geometrical work with circles seems to have little connexion with the rest of the number-work. The brief page on "one-one correlation"—or, as it is more usually termed, "one to one correspondence"—will hardly satisfy those who take it as fundamental in the development of number ideas. Three books of exercises are written to accompany this textbook.

Mathematics. By C. A. LAISANT. (2s. net. Constable.)

We cannot help wondering if this is really meant as a serious preliminary course of instruction for the child to see if he has a fancy for mathematics. The foreword seems to say that it is both for the man in the street—the ignorant adult—and the child; the final remarks point to the child. In either case we cannot regard this collection of tit-bits as an educational book. It may pass the time for the grown-up, but it is not food for babes—it is too rich and highly spiced.

The School Algebra. By A. G. CRACKNELL, M.A., B.Sc. (5s. University Tutorial Press.)

Of the numerous Algebras that flood the market this deserves to be singled out. The book is compiled in accordance with the latest views on the teaching of algebra, and we have rarely come across a clearer or more satisfactory exposition of subject-matter. The book is literally "tutorial," in that an intelligent pupil could go through it unaided. Without pandering to examinations, the book covers thoroughly all that is required by examinations up to and including the Binomial Theorem for a positive integral index.

(1) *A Textbook of Plane Trigonometry.* By R. S. HEATH, M.A., D.Sc. (3s. 6d. Clarendon Press.) (2) *Trigonometry.* By A. M. KENYON and L. INGOLD. (6s. Macmillan.)

(1) The ground has been traversed so often and traversed so well that it is difficult for a writer of a new work on trigonometry to be original either in material or method. Prof. Heath, in his useful textbook, thus adds little, if anything, that is novel in either respect. He abandons the term "trigonometrical ratio" in favour of "circular function," and the older definitions from the parts of a right-angled triangle for others based on Cartesian co-ordinates.

But he is still in some ways bound by the old shackles. In a recent textbook we hardly expect to see any description of the obsolete centesimal method of measuring angles. Still stranger is it to find references here and there to the propositions of Euclid. In other respects the author is also opposed to the modern treatment of the subject. The harder trigonometrical identities are now usually omitted from the beginning stages, and the general solution of triangles with its applications to the problems of surveying is allotted an earlier place than in the concluding chapters. Some teachers, however, may regard these as advantages, and all, we think, will agree as to the value of many of the sections, especially those on the solution of trigonometrical equations in Chapters III and VI, the sum of the sines and cosines of angles in arithmetical progression in Chapter VII, the properties of triangles and quadrilaterals in Chapter VIII, and the applications to solid geometry in Chapter XI.

(2) The main object of elementary trigonometry being the solution of triangles, the authors lose no time in attaining it. In the first five pages they show how triangles may be solved graphically. In the next twenty they define the trigonometrical ratios, and proceed at once to the solution of right-angled triangles and its applications. In little more than the same space they cover the solution of oblique-angled triangles, and consider applications to problems in surveying, geometry, and mechanics. Not till this is done do they touch on compound and multiple angles, and the course of plane trigonometry is nearly ended before a single identity is proved. The last chapter contains a brief course on the solution of spherical triangles. The second half of the book consists of the usual tables to five places of decimals. For a volume of 272 pages the price seems high, but teachers who desire such a course will find it an accurate, clear, and well arranged textbook.

COLONIAL AND FOREIGN NOTES.

FRANCE.

A writer in the *Revue Universitaire* (XXIII, 6) deplors and explains the scarcity, and the decline in quality, of women teachers in higher schools. Candidates for the *agrégation* are falling off. The women who succeed are treated less well than the men: an *agrégé* may depend on obtaining at once a post in a *lycée* and a salary of 4,200 francs; an *agrégée* does not always begin in a *lycée*, and may have to be content with 2,500 francs in a *collège* or 1,800 francs as mistress of a secondary course, whilst, if after a year or two she reaches a *lycée*, she receives only 3,500 francs—700 francs less than a man. The maximum number of hours of service in the week is for an *agrégé* fifteen; for an *agrégée*, sixteen. The *agrégé* has a "chair"; that is to say, he gives instruction in the subject that he professes. The *agrégée* must teach what the head mistress bids. The woman teacher, in general, has worse prospects than her equals outside of the profession. Hence girls hesitate to prepare themselves for it, or, having entered it, make haste to escape its thralldom. And, in the matter of preparation, there is only one place where training for the women's *agrégation* and for women's higher certificates is organized by the State—the Ecole Normale Supérieure de Sèvres. To prepare higher teachers for boys there is paternal solicitude all over France.

The education of boys France is still minded to connect with the defence of the nation. With the approval of the Ministers of War and Public Instruction a Committee, consisting of higher officers and representatives of Public Secondary Education, has been formed at Paris to promote in *lycées* and *collèges* organizations having military training as an object, and to strengthen in the pupils of such schools a sense of the duties imposed by a regard for the dignity and independence of the country. As practical measures to further its ends, the Committee proposes the formation of "Sociétés scolaires" for shooting, marching, and gymnastics, the delivery of military lectures to boys fit to hear them with advantage, and visits to battle-fields, war monuments, and entrenched camps. It is expected that at Paris, after the long holidays, all the secondary schools will be in a condition to initiate their pupils in *préparation militaire*.

Vocationalism, in spite of the old tag that civilization travels westward, is moving eastward. Your loyal Frenchman is prone to believe that civilization originated in Paris and is radiated thence. Yet

he not deaf to the voices from the West, and Vocationalism is making its influence felt. That excellent quarterly *L'Education* begins (VI, 2) a series of articles on "The Careers of our Sons," in which various agricultural, industrial, commercial, administrative, and financial vocations will be considered, and the great schools that prepare for them will be described. The series opens with an account of L'Ecole libre des Sciences politiques, founded by M. Émile Boutmy in 1871 to make administrators, financiers, or simply good citizens. On entering the school a pupil may inscribe himself in one of five sections: *administrative*; *économique et financière* (subdivided into *finances publiques* and *finances privées*); *économique et sociale*; *diplomatique*; *générale*. The ordinary period of study is two years. Those who contemplate a business career are trained for it in the subsection *finances privées*. But the most important section is *administrative*, in which candidates are prepared for public competitions (employment in the Conseil d'Etat, the principal Ministerial offices, and the Préfecture de la Seine et de la ville de Paris). In its regular courses are studied such subjects as Politics and Administration in France and Abroad, Political Economy, the Constitutional History of Europe and of France, whilst optional courses are offered on Comparative Law, Mussulman Law, Algeria, Tunis and Morocco, and Colonial Questions.

With the *Entente cordiale* and cheap excursions Neuilly-sur-Seine is becoming as well known to Londoners as Putney. Why do we mention it? It is to have a new secondary school, called the Lycée Pasteur, and resembling, so far as the payment of teachers is concerned, the *lycées* of Paris. Only day boys and half-boarders will be admitted. To illustrate the scale of charges in a French day school we give, keeping the French terms, the table of fees as fixed by the Government. We call attention to the progressive increase of fees as a boy rises through the school, the maximum reached in the case of an ordinary day boy being £19.

Name of Class.	Externat Simple. francs.	Externat Surveill. francs.	Demi-Pension. francs.
Classes de mathématiques, philosophie, première	477	567	1,134
Classes de 2e et 3e	423	513	1,035
Classes de 4e, 5e et 6e	378	468	900
Classes de 7e et 8e	324	414	765
Classe de 2e année préparatoire...	306	396	756
Classe de 1e année préparatoire...	207	297	657
Classe enfantine	153	243	603

GERMANY.

Nowadays few honorary degrees come to England from Germany. German degrees used by Englishmen are either genuine, having been gained by examination, or got from some fraudulent vendor of worthless diplomas. Not many of these rascals are now in business, but they may be met with occasionally. *Hochschul-Nachrichten* (XXIV, 8) throws its light on a dealer in academic distinctions. Not long ago there appeared in a widely read journal an advertisement headed (we will translate) "Opportunity to gain the *Venia docendi*," readers being referred for particulars to Dr. Freytag, Magdeburg, Ludolfsstr. 111. In March he offered his advertisement to *Hochschul-Nachrichten*, which, with a nice sense of fitness, assigned it to the waste-paper basket. A reader of the journal in Graz, Austria, wrote to the address in Magdeburg and received in answer a circular abounding with misprints. Dr. Freytag—himself, it would seem, an honorary Doctor—describes himself in his circular as formerly "Assistant, *Privatdozent*, Professor of Various Subjects, and Member of Academy." He offers, for 6s., information how to get a Doctor's degree. For £1. 5s. he will negotiate for you *immatriculatio* at a foreign University. His price for a Doctor's diploma is from £15 to £21. 5s., although a very neat article in this line could once be got for £10. It is a great attraction that you may graduate *brieflich*; that is to say, it can all be done by correspondence. Lastly, the *Ehrenlaureat* of an academy can be had for £5; it carries with it the right to wear the "Cross of the Academy," costing 10s. to £1, "according to the Institution." Our readers will recall the epigram contrasting modern times with the days when they put thieves on the cross.

At the German *Lehrerversammlung* (Teachers' Meeting) at Kiel a resolution was passed unanimously in favour of the *Einheitsschule*—a single national school, organized as pedagogic needs compel.

but discarding all social and religious differences, and presupposing only one class of teachers. Since there is a like demand in France and in other parts of Europe, we will endeavour to give precision to the idea by means of the principles laid down at Kiel by Oberstudienrat Dr. Kerchensteiner, of München, in recommending it to the teachers assembled there. It is contrary, he holds, to the spirit of the *Rechts- und Kulturstaat* (State based on Law and aiming at Culture) to maintain, parallel to the obligatory schools, other schools, professing to offer a wider education and opening their doors to the richer classes upon the payment of special fees. Every differentiation of the public school for economic or social considerations is an outrage upon the *Rechts- und Kulturstaat*. But differentiation is necessary for psychological and pedagogic reasons: children ripen at different rates, are variously endowed, and must be trained by divers methods to divers ends. Education by formal instruction should not begin before childhood is over—not, in general, before the end of the sixth year of life. The first differentiation of the public school should take place when a parting of the speculative from the practical interests becomes clearly perceptible; the second, when there is a marked development of definite vocational interests, determined by natural aptitudes. As a rule, the time of the first stage will be not before the tenth, that of the second not before the fourteenth, year of life. But, side by side with these successive differentiations, a simultaneous differentiation is necessary, provision being required for backward and for highly gifted children, and to accord with the subjects and vocations for which preference is shown. There must, however, be *unity in diversity*—one public school, organized in departments but animated by one spirit, locally administered but responsible to the State.

For us at the present moment the stages form the most interesting feature in this scheme of an *Einheitsschule*. Pedagogues seem to be reaching an agreement that fourteen is the age at which definite, or specialized, vocational instruction should begin. To turn for a moment to another subject, not everything in Germany is perfect, as we are vainly supposed to believe. A Hessian woman teacher has been condemned by the final Imperial Court of Appeal to make good to a pupil the full damage resulting from the loss of an eye, destroyed by her during a chemical experiment. Although it was established that she had never received special instruction in chemistry, but was self-taught, the judges, nevertheless, convicted her of negligence (§ 276, B.G.B.). You put an untrained teacher to give instruction in chemistry, then punish her for blowing the children's eyes out. What of putting an untrained theologian to give instruction in religion?

UNITED STATES.

Reading the biographies of notable Americans, one is often surprised at the numerous and diverse positions that the subjects have filled. Tenure of office is an uncertain thing in the United States. The *Journal of Education* (LXXIX, 24), considering the field of education, looks to a point of time twenty-eight years back. There is but one State Normal School principal in active service in the principalship of the same school as then. There is not one President of a University or important College who has survived the twenty-eight years. There is no State Superintendent or County Superintendent, and scarcely a City Superintendent, who has survived. Boston has had five Superintendents, Philadelphia four, Chicago five, Washington seven, and so over all the country. Most State Normal Schools have had from three to five different principals. The same rapidity of change has prevailed in most Universities and Colleges.

Oral composition is attracting much attention in the United States. It is claimed for it that it conduces to clear thinking and fluency of speech, besides preparing the way for written exercises. Relevant to the subject is the able article on "The College Teaching of Rhetoric," to which the place of honour is assigned in the *Educational Review* for June. An exposition of the method as employed with young children will be found in a paper in the *English Journal* (III, 5), "Oral Composition as a Basis for Written."

CEYLON.

The Report (to December 31, 1913) bears little local colour and is largely statistical, but its figures are of the reassuring kind. In the total number of pupils returned as attending schools an increase of 14,669—from 359,657 to 374,328—occurred; whilst the number of Government schools rose by 23, of Grant-in-aid schools by 32,

and of Unaided schools by 33. The Royal College has been transferred to new buildings. As to girls, there were 110,877 under instruction, or about 37 per cent. of those of the school age. The recommendation of the Education Committee that a school of cookery and of housewifery should be established for them has not yet been carried out. In all Government schools drill is taught, and in Grant-in-aid schools it is encouraged by the payment of a bonus to the instructor. The Cadet Battalion was 2,040 strong, whilst the "passed cadets" numbered 516. In the field of hygiene, courses of instruction were held for teachers, and the prophylactic administration of quinine in schools was continued during the two fever seasons in the time under review, the number of schools in which the administration took place being raised to 700. The net cost to Government on account of education was Rs. 1,826,944—an expenditure that might be increased with advantage to Ceylon.

ST. VINCENT AND GRENADA.

The Imperial Education Conference of 1911 resolved on the preparation of papers dealing with certain special aspects of the educational systems of the various States of the Empire. In the case of Colonies not having responsible government, general accounts are being issued. Although the papers are marked "For Official Use," we are doubtless free to publish information from them. We look to see how primary teachers are being paid in the outlying parts of the Empire. In St. Vincent the remuneration of the teacher is made up of (a) a fixed salary according to the grade of the school in which he is employed, and (b) a grant dependent on the class of certificate that he holds. The salary attached to a school of the First Grade is £40 a year; of the Second Grade, £30; of the Third, £20. The grant for a First Class certificate is £25; for a Second Class, £20; and for a Third Class, £10. Thus, the maximum salary of a full teacher is £65! An assistant teacher receives £10, plus the certificate grant, so that he may earn as little as £20 a year. In Grenada the salaries of head teachers and assistant teachers, paid wholly by Government are: in Infant Schools, £20 a year; in Lower Division Schools, £50; in Combined Schools, from £50 to £130, according to the grade of the school and the certificate of the teacher; and from £15 to £33 for assistant teachers. We set the figures down—not without sadness. These poor men and women are, in a humble way, Empire makers.

UNIVERSITIES AND SCHOOLS.

LONDON.

ROYAL HOLLOWAY COLLEGE.—The following awards of Entrance Scholarships are announced:—£60 for three years, to Miss N. E. Callebaut, Mathematics (County Secondary School, Fulham); Miss M. E. Farrer, Mathematics (Clapham High School); Miss A. E. M. Nock, French and German (Portsmouth High School). £50 for three years, to Miss M. E. Dodwell, Mathematics (Aske's Haberdashers' School, West Acton); Miss G. E. Evans, Classics (Grey Coat Hospital); Miss M. Freeborough, Botany with credit for Chemistry and Physics (Central Secondary Girls' School, Sheffield); Miss M. A. I. Gill, German and French (Portsmouth High School); Miss A. W. Graham, English with credit for French (Barr's Hill Secondary School, Coventry); Miss A. S. Henschel, History (North London Collegiate School); Miss M. T. Marrack, Biology with credit for Chemistry (Aske's Haberdashers' School, Hatcham); Miss R. W. Thornton, History (Clapham High School). £40 for three years, to Miss E. Watts, History (Coborn School and Bedford College).

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE.—Hutchinson Medals for research have been awarded to Mr. Charles Kenneth Hobson for his thesis on "The Export of Capital"; to Mr. William Kennedy for his thesis on "The Principles embodied in the Tax System of England since the Restoration"; and to Mr. Edward Carnegie Cleveland-Stevens for his thesis on "Railway Amalgamations." Mr. T. M. E. Armstrong, Manager and Secretary of the Ocean, Accident, and Guarantee Corporation, Ltd., has been elected a governor of the London School of Economics and Political Science.

KING'S COLLEGE FOR WOMEN.—Miss F. Rosamond Shields, M.A. London (Philosophy), Lecturer at Bedford College, has been appointed Warden of the Household and Social Science Department, King's College for Women. Miss Shields took her undergraduate course at Westfield College, and was also for two terms at Somers-

ville College, Oxford. Before going to Bedford College she held the post of Lecturer in the Theory and History of Education in the Secondary Training Department at Clapham High School. Her published work includes articles in the "Encyclopædia of Religion and Ethics."

WESTFIELD COLLEGE.—On the results of a recent examination the following scholarships have been awarded:—Arts—Esther Archibald (Tunbridge Wells High School), Drapers' Scholarship of £50; Beatrice M. Ascott (Monmouth High School), College Scholarship of £50; Winifred Galbraith (Sydenham High School), Drapers' Scholarship of £50; Iris D. Thornton (St. Paul's Girls' School), Amy Sanders Stephens Scholarship of £50; Alice M. White (Southlands School, Exmouth), Mary Booth Scholarship of £50. Science—Marjorie Bentham (Modern School, Exeter), Mary Booth Scholarship of £50. All these scholarships are tenable for three years.

UNIVERSITY COLLEGE, READING.

The following scholarships have been awarded:—Major Open of £69 per annum, to Evelyn E. Riding (Woolwich Polytechnic), for Science; Wantage of £40 per annum, to Brian Mead (Municipal College, Bournemouth), for Science; St. Andrew's Hall of £40 per annum, to Doris E. Underwood (County High School, Wellingborough), for Arts; Minor Open of £20 per annum, to Gladys Bride (Middlesbrough High School), for Arts; County Borough of Reading Minor of £10 10s. per annum, to Florence Maggs (University College, Reading), for Fine Art; Music of £21 per annum each, to Norman Nash (Christ's Hospital, West Horsham), and Florence E. Smith (Malvern House School, Reading).

VICTORIA UNIVERSITY OF MANCHESTER.

The Council of Ashburne Hall has made the following awards:—Research Studentship (value 50 guineas) to Agnes Moncrieff Sandys, St. Hilda's Hall, Oxford; the Old Friends' Travelling Scholarship (value £50) to Kathleen L. Lambley, Montcliffe House, Norwich; the Katharine Romilly Scholarship (£50 a year for three years) to Winifred Maude Manners, Jarrow Secondary School; two Sir William Mather Scholarships (£25 a year for three years) to Katherine Elizabeth Schippers, Secondary School for Girls, Brighouse, and Nancy Maud Lowe, County Secondary School, Fulham.

LIVERPOOL.

The resources of the women students of the University of Liverpool have been greatly enriched by the addition of a new wing to University Hall, their hall of residence. The building is the gift of a member of the Committee; and other generous friends of women's education in Liverpool have provided funds to enable the Committee to furnish it in a way that amply satisfies the demands of usefulness and aspirations after beautiful surroundings. The most attractive feature is a large room on the ground floor suitable for meetings or social functions; for ordinary use it is divided by movable oak screens, thus providing a delightful reading room for students, with French windows opening on to the garden, and also a dancing room to beguile their lighter moments. Above are three floors of study-bedrooms, increasing the accommodation of the hall from thirty to fifty students' rooms.

The building was opened formally on Tuesday, May 26. The Committee had hoped to have the honour of welcoming the Right Hon. J. A. Pease, who had promised to perform the ceremony, but he was, unfortunately, prevented from coming. Mrs. MacCunn charmed her hearers by a delightful opening address, in which she blessed the new home of the studious life, welcoming wistfully the future generations of students who should there achieve—as thoroughly trained and efficient women—not only freedom from the fear of economic pressure but also a deeper understanding to meet with simplicity the great commonplaces of life.

WALES.

This Report, which has just been issued by the Welsh Department, deals with several matters of interest in the domain of secondary education and therefore it should be carefully perused by all who are concerned with higher education in Wales. It refers only incidentally to schools outside the Welsh Intermediate Education Act, as they have been included already in the general report of the Board of Education. The remarks of the Board on their relationship to the intermediate school are, however, instructive, because they tend to show how very sympathetically the Welsh Department regards the municipal secondary schools. In the opinion of the Board the exis-

tence of these schools, so far from being a detriment to the intermediate schools, is proving rather the reverse; but we fail to see why the Board in a report on the intermediate system of education should go out of its way to state that the municipal secondary schools are more "democratic in their government than the intermediate schools," show "less academic bias," and have more "freedom from examination burdens." Besides, we do not believe that there is any justification whatever for these statements, because, in the first place, the intermediate-school system is essentially Welsh in its origin and character, whereas the secondary schools have nothing distinctively Welsh in their organization or methods. And we also doubt whether they are "more free from examination burdens," as they are practically all compelled to prepare for such external examinations as the Locals, while the Central Welsh Board Examinations are internal and have a definite relationship to the ordinary work of the intermediate schools. The report deals very suggestively with the function of a school library and its proper organization. It makes the interesting suggestion that the National Library might be utilized to supplement the local collection of books, on the lines of the Central Libraries which have been established in the West Riding of Yorkshire and in Warwickshire. We doubt, however, whether the National Library will contain many books suitable for the ordinary schoolboy's reading. The staff, of course, might benefit greatly if allowed free access to the reference books which the Library should contain.

In a short paragraph on Examinations the Department persists in its old policy of labelling the Central Welsh Board examinations as "external," which seems to us to vitiate a good deal of its criticisms on the examination problem in Wales. Presumably it is a sufficient condemnation of the system to describe it as "external"; but we must protest against this adjective (in its generally accepted meaning) being applied to our examinations. For we have always understood that this "opprobrious" term can only properly be applied to such examinations as the various preliminaries which have no special relationship to the work of the schools. Among the improvements which the Board suggests is the discontinuance of the Junior Certificate Examination, and its replacement by a system of school records. The Consultative Committee, of course, made a similar suggestion, but it will be recalled that it has been strongly condemned by the Head Masters' Association. At present opinion in Wales is equally decisive against its adoption.

The remainder of the report deals concisely and suggestively with such matters as travelling arrangements, mid-day meals, pupils' health, &c. And it concludes by stating "that the schools seem to be undergoing two gradual changes: they are adapting themselves more completely to their neighbourhoods without sacrificing any of the details of a good general education, and they are developing a stronger corporate unity."

Though we have ventured to criticize rather mildly one or two paragraphs in the report, we feel that the report as a whole is just and fair to the schools, and contains a great mass of most useful and valuable recommendation.

Sir Herbert Roberts presided over a meeting of this Board on July 9, when an encouraging report of its work was presented. The Secretary (Mr. Silyn Roberts) states that through the intermediary of the Board, several graduates of the University of Wales have succeeded in obtaining important positions in India in the railway and agricultural services. Home railways have also shown a willingness to consider favourably applications submitted through the Board.

Manufacturers are also interesting themselves in its work, and several of the most important works have already engaged the chemists, &c., recommended to them. The number of men and women on the register is increasing, and during the first half of the present year at least sixty-two had secured appointments with the assistance of the Appointments Board.

The report does not specifically state how far it has been in a position to solve the problem of employment of pupils leaving the secondary schools. This should become a very important feature of its work as the Board develops.

The Carnarvonshire Education Committee are inquiring into the relationship of the Central Schools which have been established in the county, to the existing intermediate schools. These Central Schools are the result of the recommendations of Mr. Smith, the Scotch Inspector, who reported recently on the Carnarvon schools. The pupils from the highest standards in the elementary schools are taught together there, and a special curriculum has been drawn up for them. Fears were expressed at the time of their foundation that they would react detrimentally on the existing intermediate schools, but the county have all along been confident that there was room for the two types of school even though the localities selected for the experiment were

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thinly populated. It appears from the result of the present inquiry that at Bethesda, at all events, the effect on the intermediate school has been most serious, and that the numbers are rapidly dwindling. So serious is the decline that the head master in his evidence stated that if it continues the school will have to be closed. As a remedy it is now proposed by one section of the Committee to amalgamate the two schools, but local opinion seems strangely divided on the question. We trust that the expert Committee will take a firm line and support the amalgamation scheme, as it appears to be the proper solution of the difficulty. There is a similar case of overlapping at Portmadoc. There is no room in these thinly-populated districts for any overlapping, however partial it may be; and the sooner it is ended the better for educational efficiency.

A special congregation of the University was held at the Bangor University College, for the conferment of degrees. **University of Wales.** There were no honorary degrees conferred on this occasion. The Senior Deputy-Chancellor, Lord Kenyon, informed the Court that His Majesty King George intends at an early date to resign the Chancellorship of the University. It is extremely probable that the Prince of Wales will be appointed as his successor, and that His Majesty the King will accept the office of Protector of the University in accordance with the precedent set by the late King Edward VII. The acceptance of the office of Chancellor by the Prince of Wales would be enthusiastically received in the Principality.

We are informed in the Press that at an early date a new scheme for the control of intermediate education in the Principality will be submitted for the approval of Parliament; but no details are available. At present everything is very mysterious and indefinite—even the very existence of the scheme is very problematical. The Central Welsh Board does not propose to wait for any parliamentary action, as it intends to summon a special meeting, probably early in August, to consider all the questions arising from the recent action in the Assizes against three of its clerks. The whole question of the financial administration of the Board will be thoroughly discussed then. A scheme of reconstruction has already been formulated, which will place the new Clerk of the Board in complete control of the administrative staff, which cannot be utilized by the Chief Inspector, except through the supervision of the Clerk. This scheme awaits confirmation at the special meeting.

The Executive Committee is formulating a scheme of office administration by which the new clerk, to be appointed, will have perfectly clearly defined functions with regard to the Board's finances. His relationship to the Chief Inspector and the Inspectorial Staff will also be made quite clear. This scheme will be submitted for the approval of the special meeting of the Board.

SCOTLAND.

The revival of the regulations as to preliminary examinations has been under the consideration of the Universities for several years. Numerous conferences have been held, and the general lines of revision have been submitted to the individual Universities and approved by them. A new Ordinance has now been drafted and has been issued for consideration by the Courts, Senates, and General Councils. Under the present regulations the examinations are conducted by a Joint Board of Examiners, appointed by the University Courts. This Board is continually changing, as the examiners become members of it in rotation. It has no permanent secretary, and it meets at each of the Universities in rotation, the Secretary of Court of the University at which it meets being Secretary of the Board. Its powers are strictly limited; it meets only twice a year; and it is not in any important sense representative of the Universities. The new Ordinance institutes, in place of the Joint Board, a Scottish Universities Entrance Board consisting of sixteen members, of whom four are appointed by each of the University Courts. Two at least of the members appointed by each University must be professors or lecturers who conduct courses qualifying for graduation in arts. Each member holds office for four years and may be reappointed or not as his University decides. The Board must appoint a permanent secretary, with the necessary clerical assistance, and it must provide a convenient central office. The University Courts, as at present, will appoint the examiners in the main subjects of examination; but in other matters the Entrance Board is entrusted with very wide duties and powers, including the appointment of Examination Committees, the adjustment of results, determining the conditions, if any, under which greater proficiency in some subjects of examination may be allowed to compensate for less proficiency in others, the decision as to exemptions, the verification and alteration of exemption certificates, and the performance of such other functions as

may be assigned to the Board by a joint resolution of the four University Courts. The Board is also empowered to confer on matters relating to preliminary examinations with the Education Department, Scottish Associations of teachers, and University and other Educational Authorities outside Scotland, to enter into negotiations with the Education Department for the purpose of framing an agreement for co-operation in respect of the conduct or correlation of the Preliminary and Leaving Certificate Examinations, subject to confirmation of any such agreement by the four University Courts, and "generally to determine all matters having reference to Preliminary Examinations which are not already determined by the general regulations contained in, or made pursuant to, the Ordinances for the time being in force." Power is also given to the Board, in the case of a candidate of not less than twenty-one years of age, to grant exemption in whole or in part from the requirements of the Preliminary Examination, provided the candidate satisfies the Board that he has had a good general education and is fitted to enter upon the curriculum for a degree. The Board is also entrusted with power to modify the regulations for the Preliminary Examination, subject to the approval of each of the Universities.

The only change which the Ordinance makes in the subjects prescribed for the Preliminary Examinations in Arts, Science, Medicine, and Law, is the omission of Dynamics for Arts and Science and the inclusion of Physical Science and Natural Science. But as regards the number of subjects to be taken by any candidate and the standards on which they are to be passed, a considerable change is made in the Arts and Science Examinations. Every candidate must pass either (a) in three subjects (one of which must be English on the higher standard and one subject on the lower standard, or (b) in two subjects (one of which must be English) on the higher standard and three subjects on the lower. In Science a candidate who chooses alternative (a) must pass mathematics on the higher standard, and in Engineering Science every candidate must pass on the higher standard in mathematics. The old Ordinance provided that, in addition to passing the Preliminary Examination in general, every student who desired to attend a qualifying class in any language or in mathematics or physics must pass the Preliminary Examination on the higher standard in the subject of that class. The new Ordinance omits this requirement and substitutes for it the more general provision that "in each University the Senatus shall have power to determine with respect to any particular class the conditions under which attendance thereon shall qualify for graduation," the conditions to be reported to the University Court. Under the present Ordinance for degrees in Engineering and Agriculture, candidates are allowed to enter on their curriculum before passing the Preliminary Examination, provided they pass it before they present themselves for any part of the First Science Examination for the degree. This relaxation, which has caused a great deal of trouble, is abolished by the new Ordinance. There are other alterations of less importance, and the Ordinance as a whole, though it will not satisfy everybody, introduces most valuable reforms. Not least of these is the freedom it gives to the Universities, acting jointly through the Entrance Board, to make such future changes in the regulations as may be generally approved, without the necessity of the slow and cumbersome process by Ordinance.

The General Council, at its June meeting, received the report of a Conference of representatives of the four General Councils on the question of the administration of the Carnegie Trust. The Conference resolved unanimously that the payment of the fees of all students irrespective of their necessities is injurious to the interests of the poorer students and that the Carnegie Trust should be asked to introduce some method of ensuring that the beneficiaries are restricted to the class originally intended to be benefited. The Conference also suggested such methods as requiring from parents or guardians a declaration that the assistance of the Trust is necessary to enable applicants to attend a University, and inquiring into the circumstances of applicants in any special cases. The General Council remitted the report to a Committee for consideration. The University Court has appointed Mr. Charles Dunbar Broad, M.A., to be Lecturer in Logic and Psychology at University College, Dundee. Mr. Broad is a graduate of Cambridge and has for two years been assistant to Prof. Stout at St. Andrews.

Under the Will of the late Mr. W. B. Faulds, who died in 1897, a legacy of over £20,000 has been made to the University for the purpose of founding four Fellowships, one in each of the Faculties of Arts, Medicine, Divinity, and Law. The Fellowships will each be tenable for three years, and the candidates must be graduates who have just completed their course. The regulations are to be framed by the Senate. Mr. Hector J. W. Hetherington, M.A., Lecturer in Moral Philosophy at Glasgow University, has been appointed Lecturer in Philosophy at the University of Sheffield.

Lord Elgin was installed as Chancellor of the University on July 8, and he afterwards conferred degrees at the Summer Graduation. The Rector, Mr. Andrew Carnegie, was in the chair at the installation, and in the evening the Chancellor was entertained to dinner by the University. Mr. Frederick Soddy, F.R.S., Lecturer in Physical Chemistry at Glasgow University, has been appointed by the University to the Chair of Chemistry at Aberdeen University, in succession to Prof. Japp. Prof. Soddy has had a most distinguished career, both in teaching and research, and he has made important contributions to the literature of his subject. There have been negotiations between the University Court and the Technical College for the joint institution of a course of instruction leading to the degree of B.Sc. in Engineering. The Court has approved a scheme of study and examination; but it is of opinion that, in order to meet the requirements for teaching, not less than two properly qualified lecturers are necessary, one in Civil Engineering and one in Marine Engineering. Consideration of the scheme has in the meantime been deferred. The University Court has appointed Mr. John P. Kinloch, M.D. Glasgow, to the new Lectureship in Public Health.

During the month there have been three appointments to professorships. Mr. Thomas J. Jehu, M.D., F.G.S., Lecturer in Geology at St. Andrews University, has been appointed by the Crown to the Chair of Geology and Mineralogy, in succession to Prof. James Geikie. Prof. Jehu is a graduate of Edinburgh and Cambridge, and he has held the St. Andrews Lectureship since 1903. The University Court has appointed Mr. Donald F. Tovey, M.A., Englefield Green, Surrey, to the Reid Chair of Music, in succession to Prof. Miecks. Mr. Tovey was the first holder of the Lewis Nettleship Memorial Scholarship at Balliol College, Oxford, and he is well known as a musician and composer. The Curators of Patronage have appointed Mr. W. F. Watson, LL.D., Rector of the Royal High School, Edinburgh, to the Chair of Celtic Language and Literature, in succession to Prof. Donald Mackinnon. He studied Old Gaelic at Oxford under Sir John Rhys. The Rectorial Election is to take place on October 29. Owing to an increase in the funds for the endowment of the Vans Dunlop Scholarships, the University Court has been enabled to institute two new scholarships of £100 a year, tenable for three years, one in pathological bacteriology and the other in modern languages. Mr. T. B. Johnston, M.B., Ch.B., Lecturer in Anatomy at Edinburgh University, has been appointed Lecturer and Demonstrator in Anatomy at University College, London. Dr. W. E. Carnegie Dickson, Lecturer in Applied Bacteriology at Edinburgh, has been appointed Director of the new Pathological Department of the Royal Hospital for Diseases of the Chest, London. Dr. Sydney P. Smith, Assistant to the Professor of Forensic Medicine, has been appointed by the New Zealand Government to be Medical Officer of Health for the district of Otago.

The Committee has agreed to sell the Chambers Institute, Chambers Street, Edinburgh, formerly used as the Church of Scotland Training College, to the University for £5,500. With reference to a letter from the Education Department regarding the admission of students to training, the Chairman of the Committee, Prof. Darroch, said at a recent meeting that it was impossible to run efficiently a system of training colleges on grants for students. The solution of the whole matter was payment by direct Treasury grant.

A deputation representing the School Boards Association of Scotland recently submitted to the Secretary for Scotland a proposal that the sum of £71,000, promised to Scotland for education under this year's Budget, should be spent one-half in additional grants per scholar for average attendances, and the other half for the same purpose, but so divided as to give relief to districts where the expense of education was high and the rateable ability low. The Secretary for Scotland expressed a preference that the money should be distributed in the same way as the ordinary grants for this year; but he suggested that next year there would be more money at his disposal, and it would be then more convenient to make a change.

IRELAND.

The first holder of the Lecky Professorship of Modern History in Dublin University, founded in memory of the historian, is to be Mr. Walter Alison Philips. Mr. Philips, who is an Oxford man, is known as a historian by his "Modern Europe," his "Confederation of Europe," recently published, and his contributions to the "Encyclopædia Britannica" and the "Cambridge Modern History."

A meeting for conferring degrees was held in the Examination Hall of Trinity College, on the last day of June, at which honorary

degrees were bestowed on the following recipients:—Sir John Purser Griffith, a well known Irish engineer (M.A.I.); Robert William Rogers, the eminent American Hebrew scholar, and Sir Charles Waldstein (Litt.D.); Emil Alphonse Werner, University Professor of Organic Chemistry (Sc.D.); James Sinclair Baxter, Regius Professor of Feudal and English Law; the Hon. Joseph Nunan, who has been a successful administrator in Central and East Africa and British Guiana; the Right Hon. Christopher Palles, Lord Chief Baron; the Rev. Samuel Prenter, a leading divine of the Irish Presbyterian Church; and the Right Hon. Mr. Justice Ross (LL.D.).

Queen's University, Belfast, held a graduation ceremony on July 9, when degrees *honoris causa* were conferred on Prof. Maurice Fitzgerald (D.Sc.) and Captain James Sleeman, former Adjutant of the University Officers' Training Corps (M.A.). At the recent June Matriculation Examinations a larger number of candidates entered the University than at any previous entrance examination in its career either as the Queen's University or as Queen's College.

On July 19 the Vice-Chancellor of the National University, Sir Christopher Nixon, died at his residence near Dublin. Sir Christopher Nixon was one of the leading physicians in Dublin and at one time President of the Royal College of Physicians, and held the Chair of Medicine in University College, Dublin, at the time of his death.

More recently, University College, Galway, has sustained a loss through the death, on July 24, of Dr. Richard J. Anderson, M.A., who was Professor of Natural History, Geology, and Mineralogy in the College since 1883.

The Rev. Dr. Evans, one of the Commissioners of National Education, made a statement at the Methodist Conference in Belfast on June 24, outlining the policy which had been decided on by the Commissioners at a meeting held in Dublin the previous day to consider the recommendations of the Viceregal Committee of Inquiry. According to Dr. Evans, the Commissioners approved generally of the findings of the Committee, and in consequence they had resolved to appoint four Divisional Inspectors, one to be attached permanently to each of the four provinces, the initial cost of these appointments being estimated at £2,000, and the ultimate cost at £4,200 per annum. They had also decided on a system of automatic annual increments for teachers, which would involve an initial annual outlay of £26,000, mounting in course of time to something like £100,000. No provision for this increase of expenditure was made in the financial clauses of the Home Rule Bill. Dr. Evans also invited his audience to consider the probable position of Ulster candidates for National-school teacherships under "exclusion." At present a large contingent of the students in the Marlborough Street Training College in Dublin, which is under the Presbyterian Church, hails from Belfast; according to Dr. Evans, if Ulster stands out of the new arrangement of things, these will have to look for their training elsewhere.

The following day an official letter from the Board of National Education appeared in the public press, in which Dr. Evans's statements were characterized as "premature, unauthorized, and inaccurate," and it was stated that the Commissioners had not yet completed their consideration of the recommendations of the Viceregal Committee.

The National Catholic Total Abstinence Congress, held in the Mansion House in Dublin at the close of last month, devoted a session to educational work, at which Miss Catherine Mahon, ex-President of the National Teachers' Association, read a paper on "Temperance Teaching in Primary Schools." She described the work done in that line in the schools of the United States, and pointed out the growing need for something similar in Ireland. At present the National-school curriculum is so crowded that there does not seem much room left for temperance lessons, and, as Miss Mahon showed, economic conditions and the food of the people are responsible for much Irish intemperance; but no doubt something could be done in the schools towards promoting a reform.

Last August the Commissioners decided to introduce folk-dancing into National schools as a part of the regular physical training, and a course was given for teachers by Miss Burchenal, the leader of the school folk-dancing movement in the United States. As an outcome of this experiment, a successful folk-dancing fête was held in Phoenix Park, on July 11, under the patronage of the Lord-Lieutenant and Lady Aberdeen, at which some 1,200 children, drawn from schools in and about Dublin, performed a variety of folk-dances, Irish and other, with great enjoyment to themselves and the spectators. This is a departure in National education which deserves to succeed.

The Association of Secondary Teachers held its annual general meeting in the Mansion House on July 10, mainly to consider the present status of the £40,000 grant.

The Chairman, Mr. G. A. Watson, said that the teachers had agreed to the conditions set forth by Mr. Birrell in the White Paper issued last April, but under protest, rather than place

obstacles in the way of settlement. On one point they had insisted—three months' notice, exclusive of vacation. One of the speakers at the meeting referred to a school which employs on an average eight lay teachers, and where in the past three years there had been twenty-seven dismissals.

Alexandra College held its biennial "Commemoration Day" on the afternoon of June 31. Mr. Justice Madden presided, and the Lord-Lieutenant and Lady Aberdeen were present; and Dr. Starkie, the Resident Commissioner, made one of his usual brilliant and pessimistic addresses on education—but held out some hopes for the work done by the institution in which he was speaking.

The modern idea of a holiday appears to be an interval for self-improvement, and summer schools and summer courses are a feature of the age. We have our share of them in Ireland. The Department of Agriculture and Technical Instruction is this month holding summer courses in mathematics, mechanics, manual instruction, domestic economy, and art, at the Royal College of Science and the Metropolitan School of Art; 534 teachers from different parts of Ireland are in attendance, and there are also centres in Belfast and elsewhere, making a total of 712 students. A Summer School of Civics, under the direction of Prof. Patrick Geddes, is being held in connexion with the Civic Exhibition at present open in the Linenhall in Dublin. "Civics," it appears, embraces such subjects as physiology and hygiene in relation to city life, and the duties and ideals of citizenship. The School of Irish Learning in St. Stephen's Green has arranged for a course of lectures on Irish Bardic Poetry to be given by Prof. Osborn Bergin, from August 10-28. Besides these, the numerous Irish colleges and summer schools in the Irish-speaking districts are all in full work, including a new one which has been started on Rathlin Island off the Antrim coast. In most of these there are two sessions, one covering the first three or four weeks of July, the second in August; the interval, July 26-31, is given up to the Oireachtas, which is this year being held in Killarney. The Earl of Kenmare has granted the use of his demesne for dancing and other competitions, and all the open-air proceedings of the festival.

SCHOOLS.

CAMBERWELL, MARY DACHELOR GIRLS' SCHOOL.—Alice Boys, the head girl, has been awarded by the Clothworkers' Co., Governors of the School, a Hitchens Scholarship of £50 a year for three years

to aid her in going to one of the Universities. Esther Wooley has obtained an open scholarship of £40 a year for three years, tenable at the East London College. Gladys Percy has passed the Cambridge Higher Local Examination with First Class Honours in History and French and a Pass in Logic, and has received a Prize of Two Guineas. Ida Wills has taken First Class Honours with two distinctions in English in the same examination. The annual Prize Day was held on July 16. The prizes were distributed by Lady Beachcroft, and the chair was taken by Sir Melville Beachcroft, Master of the Clothworkers' Company. There was a crowded audience. Viscount Bryce delivered a most interesting and inspiring address to the girls. The Head Mistress's Report testifies not only to the present satisfactory condition of the School but to the good work done by girls after leaving the School, as evidenced by their successes at various University colleges. In the Datchelor Training College Miss Dorothy Mercer has obtained a double distinction (theory and practice) in the Examination for the Teaching Diploma of the University of London.

DULWICH COLLEGE.—Mr. George Smith has been appointed to the Head Mastership in succession to Mr. Gilkes. Mr. Smith was educated at Ayr Academy, graduated M.A. at Edinburgh University, and entered Trinity College, Oxford as a scholar. He took a First in Classical Moderations in 1889 and a First in Classical Greats in 1891. For the next seven years he was an Assistant Master at Rugby, and since 1898 has been Head Master of Merchiston Castle School, Edinburgh. Merchiston Castle has prospered in his reign and numbers now 240 boys—140 boarders and 100 day boys.

EPSOM COLLEGE.—Prize Day was held on July 25, and the prizes were distributed by Lord Rosebery. He began his address by paying a well merited tribute to the Rev. T. N. H. Smith-Pearse, who is retiring after twenty-five years' service. He then addressed the boys on Character, which he defined as the individuality of the individual. He urged them to make their manners worthy of their characters and their characters worthy of their manners. He had desired to give an annual prize for character, but he found that he had been anticipated, and the Rosebery Prize must go to some other school.

HAILEYBURY COLLEGE.—The following prizes have been awarded:—Latin Prose, Greek Verse, and English Literature, J. M. Ellis; Recitation, R. C. G. Dartford; Greek Prose and Latin Verse, P. J.

(Continued on page 584.)

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Ram; Mathematics, W. E. H. Banks; French (Classical Side), M. N. P. S. Coghill (Modern Side), H. D. Hancock; English Essay, H. D. Hancock; Chemistry and Physics Prizes, H. C. L. Heywood. Three of the senior masters retire at the end of the summer term—J. D. Whyte, Esq., A. F. Hoare, Esq., C.B., and F. W. Headley, Esq. Mr. Whyte came to the School as senior modern language master in 1878, and has been Head of the Modern Side since 1903. Mr. Hoare was one of the chief organizers of the School Rifle Corps in 1887, and is well known in connexion with the O.T.C. To Mr. Headley is due the great development of the School's Natural Science Society, of which he has been President for many years; he has been in charge of Lawrence House since 1894, when he succeeded Mr. Hoare; Mr. Whyte's retirement leaves Hailey House vacant. Speech Day was on June 27; it was the occasion of the opening, by Lord Sydenham, O.H., of the New Big School, which, with some additional rooms for masters and boys, has been built on the site of the old one. An unusual number of parents and other friends of the School were present.

MACCLESFIELD, HIGH SCHOOL FOR GIRLS.—The School has gained two Junior, three Intermediate C.C. Scholarships, seven bursaries, and one Scholarship of £50 for Domestic Science.

CORRESPONDENCE.

THE DIRECT METHOD.

To the Editor of The Journal of Education.

SIR,—Whilst I am, on the whole, in entire agreement with Mr. Siepmann in his article on the Direct Method, yet I should like to utter a mild protest as to the way in which he and others persistently ignore the English phoneticians. He refers to the study of phonetics being "taken up seriously by Sievers, Wautmann, Lechner, Viëtor, and others." But why should A. M. Bell and Sweet—in many ways the greatest of all phoneticians—be relegated to the etceteras? It may be a small matter, but when we in England have somebody to be proud of, I think we might proclaim it.—Yours truly,

A. HARGREAVES.

PRIZE COMPETITIONS.

The Translation Prize for July is awarded to "Curiosity."

The winner of the Translation Prize for June is H. C. Stewart, Esq., Lenno, Tonbridge.

Einst da ich bitter Thränen vergoss, da in Schmerz aufgelöst
meine Hoffnung zerrann, und ich einsam stand am dürrn Hügel,
der im engen, dunkeln Raum die Gestalt meines Lebens barg;
einsam, wie noch kein Einsamer war, von unsäglich Angst ge-
trieben, kraftlos, nur ein Gedanke des Elends noch:—wie ich da
nach Hülfe umherschaut, vorwärts nicht konnte und rückwärts
nicht, und am fliehenden verloschnen Leben mit unendlicher Seh-
sucht hing:—da kam aus blauen Fernen, von den Höhen meiner
alten Seligkeit ein Dämmerungsschauer, und mit einemmale riss
das Band der Geburt des Lichtes Fessel. Hin floh die irdische
Herrlichkeit, und meine Trauer mit ihr, zusammen floss die Weh-
muth in eine neue, unergründliche Welt; du Nachtbegeisterung,
Schlummer des Himmels kamst über mich: die Gegend hob sich
sacht empor, über der Gegend schwebte mein entbundener, neuge-
borner Geist. Zur Staubwolke wurde der Hügel, durch die Wolke
sah ich die verklärten Züge der Geliebten. In ihren Augen ruhte
die Ewigkeit; ich fasste ihre Hände, und die Thränen wurden ein
funkelndes, unzerreissliches Band. Jahrtausende zogen abwärts
in die Ferne, wie Ungewitter. An ihrem Halse weint' ich dem neuen
Leben entzückende Thränen.—Es war der erste, einzige Traum,
und erst seitdem fühl' ich ewigen, unwandelbaren Glauben an den
Himmel der Nacht und sein Licht, die Geliebte.

By "CURIOSITY."

Once, when my hopes had vanished, extinguished in pain, I stood,
shedding bitter tears, on the desolate mound which, in its narrow
and gloomy vault, held that which had been the reality of my life
—alone as no forsaken one has ever been alone, harried by un-
speakable anguish, helpless, with no thought but misery. As
I stood there, looking round me for aid, powerless either to go
forward or back, clinging with inexpressible longing to the life fast
receding into oblivion, there came from out of the blue distance
and down from the summits of my lost happiness a shudder of
dawn, and in a moment the tide of a new birth burst the fetters

(Continued on page 586.)

A NEW "IDOLA" SERIES

IDOLA LINGUARUM

THE JOURNAL OF EDUCATION will publish during 1914

A SERIES OF ARTICLES ON LANGUAGE TEACHING

Already published:

February 1914.	INTRODUCTORY ARTICLE. By Professor JOHN ADAMS.
March 1914.	ENGLISH GRAMMAR. By Professor ADAMSON.
April 1914.	GREEK. By Professor GILBERT MURRAY.
May 1914.	FRENCH. By CLOUDESLEY BRERETON.
June, July 1914.	THE REFORMED METHOD: Against. By OTTO SIEPMANN.
July 1914.	ENGLISH COMPOSITION. By G. E. S. COXHEAD.
August 1914.	THE REFORMED METHOD: For. By F. B. KIRKMAN.

The following other subjects will be treated in the course of the year:—

ENGLISH LITERATURE AND LANGUAGE. By Miss LILIAN FAITHFULL.	GERMAN. By Professor SCHÜDDEKOPF.
LATIN. By Professor CAMPAGNAC.	MODERN LANGUAGES v. CLASSICS. By THE EDITOR.

NOTE.—The Fifteen Numbers containing the previous series (IDOLA PULPITORUM) can still be obtained, price 23s. the set

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs.

GABBITAS, THRING & CO.

36 SAOKVILLE STREET,
LONDON, W.,

have a Department for SECURING
APPOINTMENTS as MISTRESSES
or MATRONS in Schools, and as
GOVERNESSES in Private Families.

They invite applications from qualified
ladies who are looking for posts in the
teaching profession.

The Agency, which is under distinguished
patronage, has been established 40 years.

Prospectus will be forwarded gratis on
application.

NO CHARGE FOR REGISTRATION.

No fee of any kind is due unless an
appointment be obtained through the
Agency.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS

Messrs. GABBITAS, THRING & CO. have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST**. On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** or **PARTNERSHIP**, with or 5,335. without a view to succession to, old-established upper middle-class Boarding and Day School, with Kindergarten Department, at **NORTH-EAST SEASIDE TOWN**. About 40 Weekly Boarders and Day Pupils. Prospectus fees for full Boarders 48 to 54 guineas, and for Day Pupils 4½ to 19½ guineas respectively. Gross Receipts about £850. **GOOD HOUSE AND GROUNDS**. Goodwill £100 or **CAPITATION FEE**.

No. **TRANSFER** of School for **BOARDERS** 5,333. **ONLY**, at **SOUTH COAST HEALTH RESORT**. Containing 30 Pupils at Prospectus fees of £60 to £75. Gross Receipts of last year nearly £4,000, showing **CONSIDERABLE INCREASE**. Profit about £700. Goodwill £1,000.

No. **TRANSFER** of **HOME FINISHING** 5,332. **SCHOOL IN CONTINENTAL UNIVERSITY CITY**. Vendor retiring, having married. Contains about 12 or 14 Boarders. Prospectus fees £120 per annum. Gross Receipts about £2,008, and Profits about £300. Goodwill £600. Locality very beautiful and healthy.

No. **TRANSFER** of successful School for 5,327. **BOARDERS ONLY**, at a well-known **INLAND EDUCATIONAL CENTRE**. 25 Boarders. Prospectus fees from 45 to 51 guineas. Gross Receipts nearly £2,000, and net profits nearly £500. **EXCELLENT PREMISES**. Capital required in the first instance £2,500.

No. **TRANSFER** of **OLD-ESTABLISHED** 5,323. **HOME BOARDING AND DAY SCHOOL** at **INLAND HEALTH RESORT**. Containing about 12 Boarders and 20 Day Pupils.

Prospectus fees 60 to 80 guineas, and 13½ to 18 guineas. Very well situated house and grounds. Gross Receipts over £2,000. Goodwill £1,000, or Capitation Fees.

No. **TRANSFER** or **PARTNERSHIP**, with a 5,315. view to succession. School strictly for gentlemen's daughters, at South Coast Resort. About 25 Boarders and 16 Day Pupils. Fees £75 to £90, and 24 to 30 guineas respectively. Profits about £1,200. **Excellent PREMISES, SPECIALLY BUILT AND BEAUTIFULLY SITUATED**. Goodwill 2½ years' purchase. Premises would be sold or let.

No. **TRANSFER** or **PARTNERSHIP**. Old- 5,312. established and successful School for the daughters of professional men, at a very favourite **SOUTH-EAST COAST RESORT**. Boarders only. About 35 Pupils at fees of 70 to 80 guineas. Gross Receipts over £2,500, and Profits over £400. **BOTH INCREASING**. Excellent premises.

No. **TRANSFER** of good-class **BOARDING** 5,287. **AND DAY SCHOOL** in a residential District near a **SEAPORT TOWN** in the South. Containing nearly 20 Boarders and 40 Day Pupils. Prospectus fees 45 to 75 guineas and 12 to 18 guineas respectively. Gross Receipts about £1,800. Profits about £300. Goodwill £900.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

These School and Teachers' Advertisements are continued from page 547.

School Furniture Wanted.

WANTED, good second-hand
SCHOOL FURNITURE. Apply—A. S.,
72 Waldegrave Road, Teddington.

Books Wanted.

"**MODERN Language Teaching**"
for 1913, "School World" volumes 3
and 6, and parcels of parts by JOHN DAVIS, 13 Paternoster Row, London.

THE JOURNAL OF EDUCATION,
1879, 1880, 1881; "The Teacher," 1879, 1880;
"Manual Training," Vols. 1-9, and parcels of
"Child Study" parts.—JOHN DAVIS, 13 Paternoster
Row, E.C.

"As a medium for advertising 'Posts
Wanted and Vacant' in private and public
schools, **The Journal of Education**
fulfils a very useful mission to secondary
teachers."—*The Western Daily Press*.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words
after, 6d. (Use of Office address, 1s. extra.)
For latest time for receiving these an-
nouncements see front page.

[**Replies** to advertisements marked * should
be sent under cover to "The Journal of
Education" Office, 3 Broadway, Ludgate
Hill, E.C., in each case accompanied by
a loose stamp to cover postage on to ad-
vertiser. Post cards will not be sent on.]

POSTS ABROAD.

LADY TEACHERS are earnestly
advised to consult the Continental
Secretary of the Girls' Friendly Society, 14
& 16 Holbein Place, Sloane Square, London,
S.W., before accepting any post abroad. Apply
by letter, enclosing stamped addressed en-
velope. A small charge is made for verification.

TEACHERS of Physical Exercises,
Organized Games, Physiology, School Hygiene,
and Medical Gymnastics can be obtained from the
PRINCIPAL, Physical Training College, Southport.

GYMNASTIC, GAMES, AND
SPORTS MISTRESSES.—**LIVERPOOL**
PHYSICAL TRAINING COLLEGE.—Fully trained
Teachers may be engaged qualified to teach Gym-
nastics, Fencing, Swimming, Dancing, and Needle-
work and Elocution, Cricket, Hockey, Lacrosse,
Tennis, Badminton. Apply—PRINCIPAL.

POST wanted.—**MISTRESS** for
School Gardening, Botany, Nature Study.
Fully trained Swanley Horticultural College and
Studley Horticultural College. Swanley Diploma.
Gold Medal R.H.S. Exam., 1911.—Miss GROVER,
F.R.H.S., Perugia, Speldhurst, Kent.

LADY requires Post, September,
to teach Botany and Horticulture. R.H.S.
Certificate. Non-residential. Near London.—Miss
RAWSON, at Greenway Court, Hollingbourne, Kent.

ART MISTRESS with Slade Certifi-
cate, two years' teaching experience, and good
testimonials, wants post in School or private family
in London. Non-resident preferred. Apply—Miss
RINTOUL, 26 College Road, Clifton, Bristol.

NEEDLEWORK.

EXPERIENCED certificated
NEEDLEWORK MISTRESS desires post
in September. Schools or private lessons. Refer-
ences.—Miss G. H. STONE, 80 Highbury
Hill, London, N.

ART MISTRESS desires non-resi-
dent post, three days weekly or full time.
Art Class Teachers' Certificate, other South Kensington
Certificates, Ablett System. Design, Painting,
Modelling (from Life), Art Needlework. Six years'
experience. Pupils successfully prepared for
Examinations. Last post three years High School
near London.—E., Old Harbour House, Pembrey,
Carmarthenshire.

FOR "DUSMO" advertisement see
page 592. This assistant is wanted in all
Schools.

A BROAD OR ENGLAND.—As
MODERN LANGUAGE MISTRESS (B.A.).
Thorough English, Mathematics, Latin, fluent French
and German (acquired France and Germany), good
Music (Piano, Violin), Games. 4 years' excellent
reference. "Methods of teaching are good, lessons
interesting."—132E. Hooper's, 13 Regent Street,
London. Others. Introduction free.

AS GERMAN AND VIOLIN
MISTRESS. Protestant (20). English refer-
ence. Advanced Violin (certificated, very good
performer), Junior Piano, Needlework, Cyclins.
Games.—1041 F. Hooper's, 13 Regent Street, London.
Others. Introduction free. Established 1881.

which bound the light. The glory of earth fled, and my grief with it; my pain melted into a new, unfathomable world. Thou, heavenly Slumber, inspiration of the night, overcamest me; round me a landscape rose with gentle slopes, and over it my spirit hovered, freed, new born: the mound dissolved in mist, through the mist I saw the face of my dear one, glorified, in her eyes the calm of eternity! I took her hands, and our tears formed a glittering bond between us, never to be broken. The centuries rushed past us into nothingness, like thunderclouds. On her neck I wept tears of joy to the new life. It was the first, the only dream, and only since then have I known an unalterable, unwavering faith in the heaven of night, and its star, my beloved.

We classify the 68 versions as follows:—

First Class.—Hardenberg, Orient, Firefly, H.E.D.A.G., Allobroge, Chingleput, Mac, Cairngorm, Curiosity.

Second Class.—Hammonia, Nibbidard, T.J., Puck, Kandersteg, J.H.R., W.F.B., Menevia, Dum Spiro Spero, Dane, Sita, Buff Orpington, Nessko, Adoxa, Exspes, C.F., M.J.R., Amateur, Iva Roggenfeld, Wiccamicus, Menhir, A bell, Foxglove, Romance.

Third Class.—H.J., Chislehurst, Kreuz, W.H.S., A.M.N., Culex, Cyclamen, Simplicissimus, Fortune le veut, Misurina, L.D.M., Bandello, Menhir (small paper), Vienna, Maiblümchen, Coull.

Fourth Class.—Heidenröslein, Gramaile, B.T.D., Cupidon, Ellis, Argyle, Aiglon, S.M.M., Crokorriensis.

Fifth Class.—M.B., Sat, Mehr Licht, Nam, I.O.U., Schuler, Salovan, Q.E.D., Non, Nulle.

A competitor has kindly pointed out that the passage from Novalis will be found translated by Carlyle ("Miscellanies," Vol. II). An excellent translation it is—his own loose, disjointed style well matched with the original, and the substitution of "sun" for "light" in the last sentence—"In the Heaven of Night and its Sun, my Beloved"—is a master stroke. There are flaws in it. For "my hope had melted away and I stood solitary by the grave that in its dark space concealed the form of my life," read "was melting away . . . by the bare hillock where in its narrow chamber lay buried the form that was my life." *Dämmerungsschauer* was the chief rock of offence, many confusing *schauer* with "shower"—"shiver of twilight," or, better still, Carlyle's "chill breath of

dusk." *Riss das Band*: "It tore asunder the birth cord, the fetters that bound me to Light." So we interpret a dark saying, Here light is darkness and darkness light, and consequently the metaphor is most obscure; but those who took *das Band* as the subject have an arguable case. *Dem neuen Leben*: "I greeted the new life with rapturous tears" best expresses the dative.

HOLIDAY COMPETITIONS.

Prizes to the amount of Ten Guineas are offered for the following competitions:—

DRAWING.

1. A black-and-white illustration of any ballad.
2. A landscape in water-colours, with motto "Divini otia ruris."

PHOTOGRAPHS.

1. A set of five kodaks representing "Our Village" or "A Day in the Country."
2. A group of children.

LITERARY.

1. Critical notes on Gray's "Elegy." Limit, 250 words.
2. "An overworked Assistant Mistress has been ordered by her doctor rest and change. If some kind lady will supply the means for a month's travel on the Continent (say £30) she will in return furnish her benefactress with a series of racy letters describing her adventures."—[Advt.] A specimen letter. Limit, 400 words.
3. A dialogue between a Froebelian and a Montessorist. Limit, 400 words.
4. A translation into English of five (or fewer) epigrams in Greek, Latin, French, or German. Limit for the whole, 50 lines.
5. A recipe for "A Faultless Dominie." (The well known recipe for "A Blameless Prig," ending "Keep in a cool barge for future use," may serve as a model.)
6. A motto for London.

All competitions must reach the Office not later than September 16. Photographs, except of prize winners, and drawings will be returned if accompanied by a stamped and addressed envelope or wrapper.

These School and Teachers' Advertisements are continued from page 585.

LADY with Public and Private Residential School and Training College experience desires responsible CONFIDENTIAL POSITION, or MANAGEMENT of SCHOOL. Competent testimony to skill in Teaching, Lecturing, Examination work, Organization, &c. Special subjects: English, French, History, Literature, Elocution, Arithmetic. Address—No. 9,811.*

LICENCIÉE-ÈS-LETTRES (Classics, English and German, Sorbonne), with honours; holder of the Diplôme Supérieur de l'Ecole des Hautes Etudes Commerciales, Paris. 24. Parisian, Protestant. Exceptional knowledge of commercial French. Highest references. Seeks TUTORIAL engagement in England, on terms of moderate hours and moderate salary. Address—No. 9,838.*

LADY desires a non-resident post as CATERER-HOUSEKEEPER in School or Institution. Accustomed to large numbers, thoroughly experienced and capable. Trained National School for Cookery (Diploma). Address—No. 9,839.*

SCIENCE GRADUATE and experienced teacher requires Visiting Teaching or Private Coaching in or near London. Subjects: Physiology and Hygiene, Zoology, Chemistry, elementary Physics and Botany, Nature Study. Address—No. 9,841.*

ART MISTRESS desires engagement to visit additional School once or twice a week. Art Class Teachers' Certificate, Bronze Medallist, and other South Kensington Certificates.—Miss SAUNDERS, 32 Hungerford Road, N.

KINDERGARTEN MISTRESS, holding the Higher Froebel Certificate and having specialized in Educational Handwork, seeks a post in September in a School where a great deal of Handwork is taught. Address—No. 9,842.*

WANTED, September term, post as STUDENT TEACHER in good School. Preparation for Cambridge Higher Local French and English in return for services. Certificated Senior Cambridge and Higher Local Mathematics and History. Games.—E. GARROLD, S. Bernard's, Soham, Cambs.

FRENCH MISTRESS desires post, resident or non-resident, in School or family. French diploma (Brevet supérieur). Needlework. Music, Games. Would travel. Address—No. 9,843.*

L.A. wants post as VISITING MISTRESS in or near Leicester, Rugby, or Coventry. Special subjects: French, Physiology, Hygiene, History, and Literature. Experienced and successful coach for advanced examinations. Address—No. 9,846.*

ART MISTRESS, disengaged September. Art Class Teachers' Certificate, R.D.S. Teacher-Artist Certificate, Bronze Medal, and King's Prizes Design. Water Colour, Oils, Pastel, Leather work, Stencilling, Press Drawing, Card and Clay Modelling. Near London preferred. Many years' Public School experience. Exhibitor. Address—No. 9,847.*

CLASS and Solo Singing, Aural Training, Musical Appreciation, Sight Singing Classes. Lady (A.R.C.M. and L.R.A.M., Singing) requires VISITING WORK near London. Song Lectures. Many years' Public School experience. Address—No. 9,848.*

HOUSE MISTRESS or MATRON in Boys' School. Fully trained, thoroughly domesticated Hospital Nurse desires post. Address—No. 9,849.*

AS FRENCH and JUNIOR FORM MISTRESS.—Diplôme de la Guilde Internationale, Paris. Two years' residence France. Cambridge Higher Local, Ablett's Drawing Certificate, musical, Games. Bedford High School girl. Address—No. 9,857.*

MUSIC MISTRESS, L.R.A.M., experienced and very successful Teacher, requires Post in September. Pianoforte, Class-Singing, Musical Appreciation, Ear Training. Excellent accompanist. Address—No. 9,850.*

AS VISITING MUSIC MISTRESS in good school in or near London. L.R.A.M., A.R.C.M., Pianoforte, Harmony, Form Theory. Could help with Junior School. Very successful preparation for Examinations. 8 years' experience. Moderate fees, especially for morning work. Excellent references and testimonials. Address—No. 9,854.*

LADY Graduate (M.A.), musical, having been medically advised to take light work for a short time, wishes to take a Post as TUTOR or TRAVELLING COMPANION. Address—No. 9,856.*

ASSISTANT MISTRESS (Boys' School preferred).—Schoolmaster's daughter. Thorough English, Cambridge Higher Local, good Geography, History, fluent French (chief subject) good Music (R.A.M.), Singing, Drawing. Highly recommended. "Good powers of discipline; controls classes well."—130 E. Hooper's, 13 Regent Street, London. Others. List gratis.

MUSIC MISTRESS, L.R.A.M. Piano, Violin, Singing (Solo and Class). 5 years' excellent references. Pupils passed successfully. R.A.M. and R.C.M. examinations. "Conscientious, painstaking; possesses unremitting patience and tact in dealing with pupils."—943B, Hooper's, 13 Regent Street, London. Others. List gratis.

DRILL AND NEEDLEWORK MISTRESS.—Teacher's Certificate for Plain Needlework (Cutting-out, Knitting, &c.), Music, Drill, Dancing, Games. 24 years' experience. Referee states: "Her pleasing touch and good ear have been of the greatest help in musical instruction. Accompanied Class-Singing."—87 E. Hooper's, 13 Regent Street, London. Introduction free.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for September Term for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS for Girls' County School in Wales, to teach French and English. (French acquired abroad essential.) Drill and Games a recommendation. Salary £105 to £110 non-res.—No. 955.

ASSISTANT MISTRESS for Girls' County School in Wales, to teach Modern Geography, Drawing, Woodwork, Class Singing, Drill, and Games. Secondary School experience essential. Salary £110 non-res.—No. 956.

ASSISTANT MISTRESS for good Private Day School near London, to teach Mathematics and French to Senior Oxford and Matriculation Standard. Elementary German a recommendation. Degree and training essential. Salary £55 res.—No. 1,080.

ASSISTANT MISTRESS for good-class School in London, to teach English, Modern Geography, and Latin up to Matriculation Standard. Salary offered according to qualifications and experience. No. 1,083.

ASSISTANT MISTRESS for Girls' College in Canada, to teach Greek, Latin, and English, and to offer as Subsidiary Subjects, German and French. Experience, with degree, essential. Salary £100 res.—No. 1,090.

ASSISTANT MISTRESS for Private School on the South-East Coast, to teach English Language and Literature, Mathematics, History, and Geography. Recommendation to offer one of the following subjects:—Latin, Botany, Nature Study, or Drawing. Experience essential. Salary £45 to £50 res.—No. 982.

ASSISTANT MISTRESS for Boys' Preparatory School in the South, to teach good Mathematics, Geography, Latin, and French. Churchwoman with experience essential. Salary £40 res.—No. 1,017.

SENIOR MISTRESS for Dual School in North China, to teach English, Literature, Geography, and History (on Modern Lines), and Class Singing, or Sewing throughout the School. Games a recommendation. Salary £160 per annum, with furnished quarters.—No. 1,095.

ENGLISH MISTRESS for good-class Private School within easy reach of London, to teach Advanced Latin (Oxford Higher Local Standard), and History throughout the School, also English Subjects, and Elementary Mathematics. Recommendation to have some knowledge of Music. Churchwoman. Graduate with experience essential. Salary £60 to £80 res.—No. 1,112.

ASSISTANT MISTRESS for large Girls' School in British Guiana, to teach the usual English Subjects, with good Mathematics up to Senior Cambridge Standard. Churchwoman with experience essential. Salary £60 res. First Class passage will be paid.—No. 1,116.

ASSISTANT MISTRESS for Girls' High School in the East of England, to teach Latin and Mathematics up to London Inter. Arts. Junior English will also be required. Salary according to qualifications and experience.—No. 1,122.

MATHEMATICAL AND SCIENCE MISTRESSES.

RESIDENT MISTRESS for high-class Girls' School within easy reach of London, to teach Arithmetic throughout the School, some Mathematics, and one other Subject, preferably Elementary Science. Experience essential. A good salary will be offered.—No. 1,026.

ASSISTANT MISTRESS for Private Boarding School in Canada, to teach Botany, Physics, and Elementary Chemistry. Besides the subjects mentioned the Mistress will be required to teach one or two of the following subjects:—Latin to Matriculation Standard, History, Geography, Grammar, or Needlework. Experience essential. Salary £60 to £70 res. £5 will be paid towards passage money.—No. 1,066.

SCIENCE MISTRESS for Girls' High School on the South Coast, to teach General Elementary Science (Physics and Chemistry), and Botany for Senior Oxford and Matriculation. Games a recommendation. Degree with experience essential. Salary £130 non-res., rising.—No. 1,088.

KINDERGARTEN AND LOWER FORM MISTRESSES.

MISTRESS for Boys' Private Preparatory School on the South Coast, to teach two of the following subjects:—Modern Geography, Ablett's Drawing, Junior Music essential. Salary £45 to £50 res.—No. 916.

KINDERGARTEN MISTRESS for Government School in Egypt. Higher Froebel Certificate and experience essential. Salary £197 per annum with furnished quarters.—No. 977.

LOWER FORM MISTRESS for Private School within easy reach of London, to teach the usual Kindergarten Subjects, Class Singing, and good elementary French. Salary according to qualifications and experience.—No. 984.

ASSISTANT MISTRESS for Boys' Preparatory School in Wales, to teach Music and Ordinary Preparatory School Junior work. Dancing and Kindergarten also desired. Experience essential. Salary £30 res.—No. 1,081.

ASSISTANT MISTRESS for Boys' School in London, to take charge of the Preparatory Class. Experience and some knowledge of Froebel methods required. Salary £50 non-res.—No. 1,091.

KINDERGARTEN MISTRESS for Dual School in North China, to teach Class Singing and Sewing throughout the School. Experience essential. Salary £140 per annum with furnished quarters.—No. 1,094.

MISTRESS for Boys' College in Egypt, to teach elementary English subjects to boys from 6 to 10 years of age. Experience essential. Salary £70 res. Second Class passage will be paid.—No. 1,107.

JUNIOR ENGLISH MISTRESS for Private School on the South-West Coast, to teach English Subjects to Form II, Composition and Drill to all except the Kindergarten, and some Mathematics. Modern Geography a recommendation. Higher Local or Matriculation Certificate. Salary £25 to £30 res.—No. 1,110.

MUSIC AND ART MISTRESSES.

MUSIC MISTRESS for Private School on the South Coast, to teach Piano and Class Singing. Experience essential. Salary £30 to £40 res.—No. 944.

ART MISTRESS for high-class School in the South-West, who must be qualified also to teach Needlework. Churchwoman with experience essential. Salary £60 res.—No. 1,039.

MISTRESS for Boys' Preparatory School in the South, to teach Class Singing and Elementary Piano. Experience essential. Salary £60 to £70 res.—No. 1,108.

ART MISTRESS for Home School in Scotland, to prepare for the Ablett's Examinations. Experience essential. Salary £40 to £45 res.—No. 887.

MODERN LANGUAGE AND FOREIGN MISTRESSES.

FRENCH MISTRESS for Private Boarding School in Paris, it would be a recommendation to offer Music. Experience essential. Salary £40 to £60 res.—No. 1,099.

MODERN LANGUAGE MISTRESS for Day and Boarding School within easy reach of London, to teach French and German. Experience abroad essential. Salary according to qualifications and experience.—No. 1,073.

FOREIGN MISTRESS for Girls' Grammar School in Australia, to teach French, German, and Class Singing. Salary £100 res.—No. 1,055.

GERMAN MISTRESS for Boys' Preparatory School on the South Coast, to teach Music, German, and Oral French. Salary £40 res. rising.—No. 1,061.

MATRONS, HOUSEMISTRESSES, AND LADY HOUSEKEEPERS.

SENIOR ENGLISH HOUSEMISTRESS for a Boarding House belonging to a Girls' College in the South-West. Experience with girls essential. Salary £30 to £40 res.—No. 1,082.

NURSE MATRON for Girls' College in the South-West. Previous experience essential. Salary £30 to £50 res. according to qualifications and experience.—No. 981.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS & THRING have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

Messrs. GABBITAS & THRING have on their books Vacancies for Matrons, Lady Housekeepers, and Housemistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

EDUCATIONAL AGENCY. (ESTABLISHED OVER 80 YEARS.)

Proprietors: Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

Offices: 34 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, have suitable Candidates placed in immediate communication with them free of charge.

A List of September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 589.

SOHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT.

A List of September Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 548 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

PRINCIPAL warmly recommends

FRENCH MISTRESS, diplômée, specially successful with young pupils. Junior English, Music, Singing, Drawing, Kindergarten, Brushwork, Handicrafts, Calisthenics, Needlework, Games. — 1108 F, Hooper's, Educational Agents, 13 Regent Street, London.

AS MATRON (School or Institution, Boys or Girls).—Thoroughly experienced, understands care of health. Needlework, French. Capable organizer. Undertakes supervision. Domesticated. 5 years' reference.—82 H, Hooper's, 13 Regent Street, London. Introduction free.

FRENCH Girl, good family and best references. Brevet supérieur, desires an appointment "au pair" in English pensionnat (Folkestone or Dover) for October. Write to Monsieur HENRI GOUBÉAU, Maire d'Isles-sur-Suippe, (Marne), France.

PARISIAN Protestant, Colonel's Daughter, (Diplôme supérieur), first-rate teacher, experienced, good disciplinarian, successful for examinations, desires engagement. Conversationalist. Advanced Literature, Compositions. Highest testimonials. — PARISIENNE, St. John's Hostel, Westbourne Park.

Posts Vacant.

Prepaid Rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education," Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Examination Papers. Perfect work. — MAUD GLENISTER, 3 Friern Park, North Finchley, N.

NORTHERN POLYTECHNIC INSTITUTE, HOLLOWAY, LONDON, N.

The Governors of the above Institute invite applications for the following posts—

- (1) ASSISTANT, in Secondary Day School. Principally to teach Art and Elementary English. Commencing Salary, £150 p.a.
- (2) ASSISTANT in Engineering Department. Preferably with Workshop, Drawing Office, and, if possible, Teaching experience. Commencing salary £150 p.a.

Appointments to date from the 1st September, 1914. Applications to be made on special forms to be obtained from the SECRETARY at the Institute.

COVENTRY EDUCATION COMMITTEE.

BARR'S HILL SECONDARY SCHOOL FOR GIRLS.

Wanted, an ASSISTANT MISTRESS for the above Secondary School. Applicants must possess a University Degree for equivalent qualifications as well as good Secondary School experience or training, and be specially qualified to teach History. Preference will be given to candidates able to offer Geography as a subsidiary subject. Commencing salary according to training and experience, but not to exceed £120 per annum, rising by annual increments, subject to satisfactory service, to £150 per annum.

Wanted also, an INSTRUCTRESS OF DOMESTIC SUBJECTS, qualified to teach Cookery and Needlework. The candidate appointed will be required to supervise the preparation of the school meals, further particulars of which duty will be furnished on application. Salary £120 per annum.

Form of application, &c., which must be returned as soon as possible, may be obtained from the undersigned. The appointment desired should be stated.

FREDK. HORNER.

Education Office, Coventry. Secretary.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

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KING, 45 BEDFORD ROW, LONDON, W.C.

KENDRICK GIRLS' SCHOOL,

READING.—Wanted, in September, a SCIENCE MISTRESS. Training desirable. Salary £120. Applications should be made to the HEAD MISTRESS, Kendrick Girls' School, Reading.

BUXTON.—CAVENDISH HIGH

SCHOOL FOR GIRLS (Derbyshire Education Committee).—Wanted, in September, for one year, FORM MISTRESS to teach elementary Science (Botany, Chemistry, Physics, Nature Study) and Mathematics. Degree and some experience essential. Salary £100 to £110. Apply to HEAD MISTRESS before August 6th.

ADDRESS WANTED.

Will the lady who sent advertisement ending "C.C., Journal of Education Office," kindly send her address to the Publisher, "The Journal of Education," 3 Broadway, London, E.C.

ROYAL LATIN SCHOOL,

BUCKINGHAM.—Wanted, in September, MODERN LANGUAGE MASTER for French and Higher English. Games and Physical Exercises are recommendations. Salary £130, if candidate has previous experience (£120 otherwise), rising to £180 by annual £10 increments. Apply—HEAD MASTER.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

EDUCATION DEPARTMENT.

THE WEST RIDING EDUCATION COMMITTEE have a vacancy

for a STAFF TEACHER OF HOUSECRAFT, holding First Class Diplomas in Cookery, Laundry, and Housewifery, for employment mainly in Technical and Evening Schools. Duties to commence 1st September, 1914. Preference will be given to candidates who have had at least three years' teaching experience.

The commencing salary approved by the Committee is based upon an initial salary of £50 per annum, increasing by £5 a year to £110. In fixing the commencing salary, allowance will be made for not more than 5 years' previous service at not exceeding £5 per year.

The Committee may also take into consideration the question of increased remuneration to teachers holding four First Class Diplomas, or to teachers who have received special training in Science such as to enable them to co-ordinate the work in Housecraft subjects thoroughly with that of the Science Teacher, and who are specially approved by the Committee for such work.

Further particulars and Form of Application (which must be completed and returned so as to reach the County Hall not later than 9 a.m. on the 10th August) may be obtained from the Education Department (Technical Branch), County Hall, Wakefield.

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25 Doverfield Road, Brixton Hill, London, S.W.

EDGBASTON HIGH SCHOOL

FOR GIRLS, LTD., 34 HAGLEY ROAD, BIRMINGHAM.—Wanted, in September, a well qualified and experienced ART MISTRESS. Salary £120-£140 non-resident. Apply to the HEAD MISTRESS.

A LADY SUPERINTENDENT

wanted at Christmas at BISHOP OTTER TRAINING COLLEGE FOR SCHOOL MISTRESSES, CHICHESTER (100 Students). Lady able undertake domestic arrangements, health, &c. of students. Experience of similar duties in an Institution necessary. Send references and testimonials to Canon MASTERS, The Close, Chichester, who will send full particulars.

WANTED, in September, resident

MUSIC MISTRESS, L.R.A.M., experienced, for boys and girls, staff of 3, for Piano. Apply—HEAD MASTER, St. George's School, Harpenden.

SENIOR MISTRESS required in

good School to prepare for Intermediate Arts and Higher Local Examinations. Also KINDERGARTEN MISTRESS, trained, £40; and HOUSE MISTRESS, control of Staff, charge of health, £50. Apply—SCHOLASTIC AGENCY, ARMY AND NAVY AUXILIARY CO-OPERATIVE SUPPLY, LIMITED, Howick Place, Westminster.

TYPEWRITING (Certificated).—

Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

ST. GEORGE'S SCHOOL FOR

GIRLS (INCORPORATED), EDINBURGH.—Wanted, at end of September, ASSISTANT MISTRESS to teach Science, Physics, Chemistry, Botany, and some Arithmetic and Mathematics. Degree, training, experience desired. Salary £120 to £140, according to qualifications. Apply at once, with full particulars of qualifications and copies of testimonials, to the HEAD MISTRESS, 5 Melville Street, Edinburgh.

KENDRICK SECONDARY

SCHOOL FOR GIRLS, READING.—Wanted, in September, an ASSISTANT MISTRESS, specially qualified to teach History and some Needlework. Degree or equivalent essential. Training and experience desirable. Salary £120 per annum. Applications should be addressed to the HEAD MISTRESS at the School.

CANADA.—MUSIC MISTRESS

required for September in Boarding School, Province Quebec. Pianoforte, Violin, Theory, Class Singing. Experienced, thorough. £40 resident and part passage.—Miss H. KERR, 10 Oxford Grove, Ilfracombe.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH, MATHEMATICAL, SCIENCE, AND GENERAL VACANCIES.

- Senior English Mistress** for History, Religious instruction, and English Literature. Graduate desired. Churchwoman. Experienced and good organizer. Salary £90 to £100 resident.—No. 089.
- British Columbia.—Senior Assistant Mistress** able to teach English, French, and German. Salary £120 resident. Passage paid on three years' engagement.—No. 016.
- Canada.—Senior English Mistress** for English, History, Latin, &c. Salary £90 resident. £20 passage money allowed.—No. 067.
- Assistant Mistress** for Mathematics, Modern Geography, English, elementary Latin and Science. Churchwoman. First-class School in London. Salary £60 to £70 resident.—No. 091.
- S. Africa.—Mistress** to take a Form in the Middle School. Ordinary English and Arithmetic and good Botany up to Matriculation standard. Commencing salary £90 resident.—No. 008.
- Assistant Mistress** for general Form work, with special qualifications in French and English. Graduate preferred. Mixed School. Commencing salary £110 resident.—No. 995.
- Two Assistant Mistresses** to take between them Mathematics, Geography, French, Latin, and some elementary Science up to Senior Oxford or Matriculation standard. University women preferred. Salaries in each case about £50 resident.—No. 111.
- Canada.—Mistress** for Mathematics, Arithmetic, some Physics, and Chemistry. Salary £90 resident. £20 allowed for passage.—No. 068.
- Mistress** to take Science throughout the School.—Chemistry, elementary Physics, and Botany; assist with elementary English. Salary £110 non-resident.—No. 115.
- Assistant Mistress** for English, Mathematics, Nature Study. Oxford Local Standard. Churchwoman. Salary £60 resident.—No. 208.
- Well-qualified Mistress** for thorough French, direct method. Residence in France desired. High-class Day School near London. Salary £60 resident.—No. 203.
- English Mistress** who should be a University Graduate with experience. Advanced Latin and History, elementary Mathematics. First-class School. Salary £60 to £80 resident. Churchwoman.—No. 202.
- Mistress** for English, Literature, and History. Some Mathematics desired. Secondary School. Salary up to £60 resident.—No. 197.
- Non-resident Mistress** for English, Latin, and Geography. Salary £110.—No. 193.
- Non-resident Mistress** for County School. Special subjects: English and French. Games desirable. Salary £110.—No. 192.
- China.—Fully certificated and experienced Mistress** for important School. All English and Class Singing or Needlework throughout the School. Games a recommendation. Salary £160 with residence.—No. 191.
- Non-resident English Mistress** for Polytechnic School near London. English, Industrial History, and elementary Economics. Salary £120.—No. 187.

ENGLISH, MATHEMATICAL, SCIENCE, AND GENERAL VACANCIES (continued).

- History Specialist** for Grammar School. Nature Study, Junior English. Salary £100 non-resident, rising to £140.—No. 183.
- Two Form Mistresses** for R.C. High School. Salaries respectively £65 resident.—No. 180.
- Mistress** required for first-class School in London. Churchwoman. Large staff. English and Latin to Higher Local standard. Salary £60 resident.—No. 178.
- Australia.—Modern Language Mistress** for important School. French and German necessary. Must have resided abroad. Salary £100 resident. Passage paid.—No. 152.
- Non-resident Mistress** for important Grammar School. Chief subjects: English and History. Salary £130.—No. 151.
- English Lady** for first-rate French, acquired abroad. 150 Day Pupils. Salary £115 non-resident.—No. 139.
- Mistress** for Secondary School, to take Geometry and Physics as chief subjects. Experience necessary. Degree desirable, not essential. Salary £110 non-resident.—No. 138.
- Two R.C. Mistresses** for important Schools. One should be a Graduate and take Mathematics and Physics, and the other (non-Graduate) for Latin and English. Liberal salaries, about £60 resident.—Nos. 137 and 122.
- English Mistress** for Literature and History. Seaside School. Salary up to £60 resident.—No. 080.
- Lady** required with University Degree, or one holding L.R.A.M. Certificate, to take position in School, which would probably lead to partnership. The School is in the North. Liberal terms offered to suitable applicant.—No. 177.
- Experienced and first-rate Mistress** for high-class School on Kentish Coast. Literature, History, Elementary Science. Games desired. Salary according to experience, &c.—No. 170.
- Graduate** (B.A. or B.Sc.) to take Mathematics, Geography, English, and French. Fair salary, resident.—No. 129.
- Graduate** or equivalent for important School. Mathematics, Latin, and Botany. To take pupils for Oxford and Cambridge Locals. Fair salary.—No. 119.
- Experienced Form Mistress** for private High School. Graduate or equivalent preferred. Latin and Mathematics to Inter. Arts Standard. Fair salary, resident.—No. 937.
- Mistress** qualified to take commercial subjects, including French, in R.C. School near London. Hours 9 to 1.30. Salary £55 resident.—No. 196.
- Assistant Mistress** for high-class School near London. Mathematics and French to London Matric. Salary £55 resident.—No. 174.
- Mistress** to take all English subjects for Oxford Higher Local; also Mathematics and some Science. Salary £50 resident.—No. 210.
- Senior English Mistress** for small Private School on Kentish Coast. Some Music. Salary £50 resident.—No. 198.
- Senior English Mistress** for School in West London. Latin and Geography necessary. Salary £50 resident.—No. 194.

ENGLISH, MATHEMATICAL, SCIENCE, AND GENERAL VACANCIES (continued).

- English Mistress** required for first-class School on Sussex Coast. Arithmetic and Mathematics necessary. Churchwoman. Salary £5 resident.—No. 153.
- Graduate** (or equivalent) to take French, German, and Mathematics. Some English. Salary £50 resident.—No. 150.
- Mistress** for School near London to take Science, Modern Geography, and English. Salary £50 resident, or appointment might be made non-resident.—No. 042.

KINDERGARTEN VACANCIES.

- Fully-qualified Kindergarten Mistress** with Handwork, for School near London. Salary £40 resident.—No. 190.
- South Africa.—Kindergarten Mistress** for old-established School. Higher Froebel Certificate desired. Ablett's Drawing necessary. Salary £75 resident.—No. 130.
- Mistress** for all Kindergarten subjects, with Drill, Piano, and Junior English. Salary £80 non-resident. School in Hants.—No. 114.
- Kindergarten Mistress** for School in Herts. 33 boarders, 10 day pupils. £45 to £60 resident.—No. 079.

DOMESTIC SCIENCE VACANCIES.

- Mistress** for all usual Domestic Science subjects, and also, if possible, Nature Study, Junior English, and Class Singing. Salary £100 non-resident.—No. 184.
- Mistress** for Domestic Science School. Small number of pupils. Fair salary.—No. 994.
- Technical Mistress** for County School. Usual subjects, including Laundry Work. Domestic Economy and Housewifery desirable. Salary £120 non-resident.—No. 167.

ART VACANCIES.

- Mistress** for good Drawing and Painting. Some experience in teaching. Salary about £60 resident. High-class School in Kent.—No. 978.
- Canada.—Mistress** to take Drawing and Painting (Ablett's System) and some English subjects. Salary to be arranged.—No. 069.
- Mistress** with Teacher-Artist Certificate. Also able to take some junior English and French. Salary about £45 resident.—No. 919.

MUSIC VACANCIES.

- L.R.A.M.** or equivalent for good Music and Class Singing. Matthay Method or training preferred. Salary £50 resident.—No. 047.
- L.R.A.M. or A.R.C.M.** with experience in Boarding School, to take Piano, Theory, and Harmony. Churchwoman. Salary about £50 resident.—No. 922.
- Also 3 other well qualified **Music Teachers** for good Schools. Salaries respectively £60, £50, and £50.—Nos. 148, 162, and 141.

200 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses. Numerous posts for Mistresses asking £25 to £35 resident.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 546 for brief particulars of some of the Schools **Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT** now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

GIRLS' SECONDARY SCHOOL, TROWBRIDGE.—Wanted, for September, GRADUATE IN SCIENCE to teach Mathematics, Botany, Physics, and Chemistry. Games desirable, but not essential. Initial salary £100 per annum, rising by annual increments to £130. Apply at once to the HEAD MISTRESS.

CUMBERLAND EDUCATION COMMITTEE.

Wanted, early in September, a PHYSICAL TRAINING INSTRUCTRESS to teach in Secondary Schools and to conduct Teachers' Classes on the lines of the Syllabus approved by the Board of Education. Applicants must hold a Diploma of a recognized Training College (Chelsea, Dartford, or Bedford). Salary £100, rising to £120. Form of application, which must be returned at once, will be supplied on receipt of a stamped, addressed, foolscap envelope. C. COURTENAY HODGSON, The Courts, Carlisle. Secretary.

22nd July, 1914.

DUNDEE SCHOOL BOARD.

ORGANIZER OF CONTINUATION CLASSES.

The SCHOOL BOARD invite applications for the Post of ORGANIZER OF CONTINUATION CLASSES, who will also take charge of an Employment Agency, which will be administered in conjunction with the Board of Trade Labour Exchange. The commencing salary will be £250 per annum, rising by annual increments of £10 to a maximum of £300 per annum. Candidates must possess educational experience and skill, and organizing ability, and it is desirable also that they should have a thorough acquaintance with, and special experience of, Evening School work.

Canvassing for the appointment, directly or indirectly, will be a disqualification.

Sixteen copies of the applications and of three recent testimonials for the appointment, stating age, qualifications, and experience, marked on the outside cover "Organizer," should be lodged with the official form of application not later than SATURDAY, 8th August, 1914, with the UNDERSIGNED, from whom full particulars regarding the duties attached to the post and official application form may be obtained.

JOHN E. WILLIAMS, Clerk of the Board.

School Board Offices, Dundee.

2nd July, 1914.

YOUNG French lady (Protestant) required in September in good School near London, "au pair." Board, residence, and English lessons in return for some lessons in French. Address—No. 9,840.*

HILLSIDE SCHOOL, CLIFTON, BRISTOL.—Required, two STUDENTS, working Higher Local, Matric., L.R.A.M. Small premiums. Also good MUSIC MISTRESS, L.R.A.M., A.T.C.L. Churchwomen and communicants.

STUDENT wanted in good School near London to work for Elementary Froebel or Higher Local. Small premium for board. Address—No. 9,844.*

REQUIRED, for the September term, to augment a Senior Class, a Girl desirous of working for Senior Cambridge or Matriculation. Must be a gentlewoman and a good worker. Tuition free; small boarding fee. Address—No. 9,845.*

THE SWEDISH INSTITUTE, CLIFTON, BRISTOL.—Required, another ASSISTANT. One with experience in training Students and Madame Osterberg's Certificate preferred. Apply—Miss THEODORA JOHNSTON. See the Training College Advertisement on another page.

COUNTY HIGH SCHOOL FOR GIRLS, ILFORD.—Required, in September, a well qualified MISTRESS. Special subject: Singing—subsidiary French (Direct Method), English, Scripture. Good secondary experience or training essential. Commencing salary £100 to £130, according to qualifications and experience.

Applications, which must be returned not later than September 7th, 1914, are to be made on forms to be obtained, on receipt of stamped addressed foolscap envelope, from the CLERK to the GOVERNORS.

ASSISTANT MASTERSHIP AT KING EDWARD VII HIGH SCHOOL, JOHANNESBURG, SOUTH AFRICA.

THE HIGH COMMISSIONER for the UNION OF SOUTH AFRICA requires an ASSISTANT MASTER for the King Edward VII School, Johannesburg.

The appointment will be to Grade B of the Transvaal classification for High Schools. Subsequent promotion to Grade A is possible for Teachers who have or obtain the qualifications prescribed for that grade. The salary is £330, rising after a period of probation, usually six months, by annual increments of £15, to £435 a year.

The Master may be required to be resident, and in this case £60 a year would be charged for board and lodging.

Candidates should be able to teach General Form subjects, including Classics, and be able to organize and take part in school games. They should have been at a good Boarding School or on the staff of a good Preparatory School in this country. Preference will be given to applicants whose age does not exceed (approximately) thirty years.

Applications should be addressed as soon as possible in covers marked "C.A." to the SECRETARY, Board of Education, Whitehall, London, S.W.

Scottish Candidates should apply to the SECRETARY, Scotch Education Department, Whitehall, London, S.W.

AUSTRALIA.

THE TEACHERS' GUILD OF NEW SOUTH WALES.

TEACHERS' CENTRAL REGISTRY.

Applications are invited from Graduates and others willing to apply for posts as ASSISTANT MASTERS and ASSISTANT MISTRESSES (Junior and Senior) in Australia and New Zealand.

Apply by letter, with copies of testimonials, to—

Miss GARRAN,
30 Upper Montagu Street,
London, W.

Miss GARRAN leaves again for Australia in the middle of September.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Wanted, to begin work as soon as possible, a FORM MISTRESS for the Middle School. General English subjects and Arithmetic to Middle Forms, and Botany to Matriculation Standard. Salary £90, £100, and £110 in three successive years with board and residence, holidays included if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, with copies of testimonials, names of personal referees, and full particulars as to age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

TYPEWRITING.—Literary and Scientific work executed with care and expedition. Authors' MSS. 9d. per 1,000 words. Translations. Good Testimonials.—Mrs. FOWLER SMITH, 18 Village Road, Church End, Finchley, N.

WANTED, in September, an experienced Certificated GOVERNESS for Home School. Churchwoman. Advanced English, Mathematics, Science, Nature Study. State age, salary. Address—M., Chelstone, Guildford, Surrey.

DERBY EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

An ASSISTANT MASTER (Graduate), with experience, and qualified to teach History, English, &c., is required. He must be prepared to assist in the general work of the school, and to help with societies and games.

Commencing salary according to qualifications and experience.

The salary rises by annual increments of £200. Applications, with copies of recent testimonials, to be sent to the undersigned.

WILLIAM COOPER, Secretary.
Education Offices, Beckett Street, Derby.
24th July, 1914.

SOHOLASTIC. SEPTEMBER VACANCIES.

WANTED, FORM MASTERS (Senior and Junior) for important secondary and other schools. Candidates should state all details and enclose copies of testimonials. Early notice of vacancies assured. Address—GRIFFITHS, POWELL, SMITH, & FAWCETT, 34 Bedford Street, Strand.

GATESHEAD EDUCATION COMMITTEE.

SECONDARY DAY SCHOOL.
Head Master: W. WALTON, B.A.

An ASSISTANT MASTER, with good qualifications in French, is required, to begin work early in September. Salary £110, rising to £190; allowance may be made for previous service.

Forms of application, which must be returned not later than 31st August, may be obtained from the undersigned. R. T. EDINGTON, Education Offices, Gateshead. Secretary.

COUNTY GRAMMAR SCHOOL

FOR GIRLS, MARKET DRAYTON. Required for September, DOMESTIC ECONOMY MISTRESS, to teach Cookery, Dressmaking, Laundry, and Housewifery. Experience in Secondary Schools, and Diploma recognized by Board of Education, essential. Initial salary, £100. Apply—HEAD MISTRESS.

WANTED, in September, in a successful Boarding and Day School, HEAD ENGLISH MISTRESS, with a view to Partnership, and eventually succession. Lady with degree preferred. Address—No. 9,855.*

AUSTRALIA.—GYMNASTIC

MISTRESS required. Swedish Drill, Physical Culture, Games. Salary £80 resident. Passage paid.—HOOPER'S, 13 Regent Street, London. Many excellent School vacancies. No booking fees. Stamp. Established 1881.

CITY OF YORK EDUCATION COMMITTEE.

YORK MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Two ASSISTANT MISTRESSES are required to take charge of the instruction in History and Modern Languages respectively.

The salary will be in accordance with scale—viz., Graduates, minimum £100, maximum £160—but the Committee may take into consideration previous experience in Secondary Schools in fixing the initial salary.

Canvassing, either directly or indirectly, will disqualify candidates.

A form of application will be forwarded on receipt of a stamped addressed foolscap envelope, and must be returned on or before August 31st to—

J. H. MASON, Secretary.
Education Offices, Clifford Street, York.

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ENTRANCE SCHOLARSHIPS in Arts and Science will be offered for competition in June next. A few residence bursaries are given under special conditions.

SECONDARY TRAINING DEPARTMENT.

The Course includes full preparation for the Examinations for the Teaching Diplomas granted by the Universities of London and Cambridge.

Students are admitted to the course in October and in January.

One Free Place (value £26 5s.), one Scholarship of the value of £20, and a limited number of grants of £10 are offered for the Course beginning in January, 1915. They will be awarded to the best candidates holding a degree or its equivalent in Arts or Science.

Applications for Scholarships or Grants should be sent in on or before December 1st.

For further conditions apply to the HEAD OF THE DEPARTMENT.

**MADAME
BERGMAN ÖSTERBERG'S
PHYSICAL TRAINING COLLEGE,
DARTFORD HEATH, KENT,
FOR RESIDENT STUDENTS.**

The College, the first of its kind in England, was opened in 1885, with the view of training educated women as Teachers of Scientific Physical Education.

The Course of Training conducted by a large and competent staff of teachers, extends over two years. It includes the study of Anatomy, Physiology, Hygiene, Anthropometry, and Theory of Movement. In practical subjects instruction is obtained in Ling's Swedish Gymnastics, Dancing, Outdoor Games, and Medical Gymnastics and Massage. At the end of the Course, examinations are held and certificates of theoretical knowledge and practical efficiency in teaching are awarded to successful students.

The College, which provides 50 separate bed-sitting rooms and several large studies, is situated on very high ground, gravel soil, on the confines of an extensive heath, half an hour from town. It stands in its own fine grounds of fourteen acres, which contain an Outdoor Gymnasium, Running Track, Cricket and Hockey Grounds, Lawn Tennis Courts. The Indoor Gymnasium, 70 ft. by 35 ft., and the Medical Gymnasium Room, 50 ft. by 25 ft., lofty and well ventilated, are fitted up in the most perfect style, all the apparatus having been designed and executed in Stockholm.

The immediate neighbourhood offers over one thousand children for the students' practice as teachers. Hundreds of posts have been obtained through this College, a list of which is to be obtained with the Prospectus.

Students admitted in September.
For particulars apply—THE SECRETARY.

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**University Tutorial
College,
LONDON.**

(Affiliated to University Correspondence College.)



**ORAL CLASSES IN LONDON
FOR
LONDON UNIVERSITY
EXAMINATIONS.**

**MATRICU-
ATION,
1915.**

Morning and Afternoon Classes for the next January and June Examinations commence Thursday, September 17th. Evening Classes commence Friday, September 18th.

At the last Examination, June 1914, 41 Students of University Tutorial College were successful.

**INTER.
SCIENCE,
1ST MEDICAL,
AND
INTER. ARTS.**

Day and Evening Classes commence Wednesday, September 30th.

During the last six years 198 Students of University Tutorial College have passed Inter. Science.

B.Sc. AND B.A.

Laboratory work in Practical Chemistry and Physics may be taken up during October.

Day and Evening Classes for the 1915 Examinations commence Wednesday, September 30th.

At the B.Sc. and B.A. Examinations in October 1913, 44 Students of University Tutorial College were successful, with 14 places in Honours.

PRIVATE TUITION.

Private tuition may be obtained either during Term or in ordinary School Vacations, in subjects for London University and other Examinations. Fees: Eight hours, £2. 2s.; seventeen hours, £4. 4s.

Full particulars may be had from

THE PRINCIPAL,
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KING'S COLLEGE.**

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The Course, which includes practical work in Secondary Schools, extends over one academical year, beginning in OCTOBER or JANUARY. It is suitable for those who are preparing to take the Teachers' Diploma of the University of London.

The fee is £20 for the year, if paid in advance, or 8 guineas per term (three terms in the year). TWO SCHOLARSHIPS of £20 each for one year, tenable from October, 1914, are offered to suitable candidates (men) who are graduates of a British University. A Special Teacher's Diploma Course for Schoolmasters in practice has been arranged and will begin on September 30th. Application should be made to Prof. ADAMSON, King's College, Strand, W.C.

**UNIVERSITY OF LONDON.
KING'S COLLEGE.**

COMPLETE COURSES OF STUDY are arranged in the following Faculties for Degrees in the University of London. Students may also join for any of the subjects without taking the complete course. Facilities for research are given.

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FACULTY OF LAWS.

FACULTY OF SCIENCE.—(a) Natural Science Division; (b) Medical Science Division; (c) Bacteriological and Public Health Department.

FACULTY OF ENGINEERING.—Civil, Mechanical, and Electrical Engineering.

Next Term begins on WEDNESDAY, 30th SEPTEMBER, 1914.

For full information apply to the SECRETARY, King's College, Strand, London, W.C.

**UNIVERSITY OF LONDON.
KING'S COLLEGE.**

EVENING CLASS DEPARTMENT.

COURSES are arranged for the INTERMEDIATE and FINAL EXAMINATIONS for the B.A. and B.Sc. DEGREES OF THE UNIVERSITY OF LONDON. Students taking the full Course pay Composition Fees and rank as Internal Students of the University.

The Classes are also open to occasional students in separate subjects.

Next Term will begin on WEDNESDAY, SEPTEMBER 30th, 1914.

For full information and Prospectus apply to the DEAN (Mr. R. W. K. Edwards) or to the SECRETARY, King's College, Strand, London, W.C.

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GRINDLEFORD, DERBYSHIRE.
BOARDING SCHOOL FOR BOYS AND GIRLS.**

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Further particulars from the PRINCIPALS.

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SESSION OPENS FRIDAY, SEPTEMBER 25.

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BREMS BUILDINGS, CHANCERY LANE, E.C.

UNIVERSITY OF LONDON.

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FOR DEGREES IN

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THE MANCHESTER MUNICIPAL SCHOOL OF TECHNOLOGY (UNIVERSITY OF MANCHESTER).

PRINCIPAL: J. C. M. GARNETT, M.A. (late Fellow of Trinity College, Cambridge.)

The Session 1914-15 will open on 6th October.

The Prospectus, forwarded free on application, gives particulars of the courses leading to the Manchester University degrees in the Faculty of Technology, in the following departments:—

MECHANICAL ENGINEERING,
ELECTRICAL ENGINEERING,
SANITARY ENGINEERING (including Municipal Engineering),

THE CHEMICAL INDUSTRIES (including General Chemical Technology, Bleaching, Dyeing, Printing, Papermaking, Brewing, and Metallurgy),

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Theory and Practice of Civil, Mechanical, and Electrical Engineering will commence on Monday, 28th September, 1914. The Courses in Civil and Mechanical Engineering include specialization in Automobile and Aeronautical Engineering, and those in Electrical Engineering include specialization in Radio-Telegraphy. ENTRANCE EXAMINATION on Wednesday and Thursday, 23rd and 24th September. These courses include periods spent in commercial workshops and extend over four years. They also prepare for the Degree of B.Sc. in Engineering at the University of London. Fees, £15 or £11 per annum.

THREE ENTRANCE SCHOLARSHIPS of the value of £52 each will be offered for competition at the entrance examination in September next.

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Full and Part Time Courses in all branches of this important department of Applied Science given in specially equipped laboratories and lecture rooms. An AITCHISON SCHOLARSHIP (value £30) will be offered in this department at the entrance examination. Full particulars as to fees, dates, &c., and all information respecting the work of the Institute, can be obtained at the Institute or on application to

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Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1915, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars, apply to The PRINCIPAL, Westfield College, Finchley Road, N.W.

ROYAL HOLLOWAY COLLEGE.

(UNIVERSITY OF LONDON.)

Principal: Miss E. C. HIGGINS, B.A.

THE MICHAELMAS TERM begins Thursday, October 8th, 1914. The College prepares Women Students for the London Degrees in Science and Arts.**ELEVEN ENTRANCE SCHOLARSHIPS**, from £50 to £60 a year, and several Bursaries of not more than £30, tenable for three years, will be offered for Competition, in June 1915.

For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

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Special Classes for the Primary Fellowship Examination.

Arrangements and Bursaries for Dental Students. Winter Session will begin on Thursday, October 1st, 1914.

Prospectus and information as to Scholarships, Residence in the School, Chambers, &c., from the Secretary and Warden, Miss L. M. BROOKS.

LOUISA B. ALDRICH-BLAKE, M.D., M.S., Dean.

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NEW LABORATORIES have recently been constructed for Chemistry, Public Health, and Physics. Also a new Block of Laboratories for every branch of PATHOLOGY.

WINTER SESSION begins Oct. 1, 1914.

For a Handbook, giving full information, apply to the DEAN, St. Bartholomew's Hospital, E.C.

UNIVERSITY OF LONDON, UNIVERSITY COLLEGE.

THE SESSION 1914-1915 in the FACULTIES OF ARTS, SCIENCE, MEDICAL SCIENCES, and ENGINEERING will begin on Monday, October 5th; the FACULTY OF LAWS on Thursday, October 8th. The Provost and Deans will attend on Monday, October 5th, and Tuesday, October 6th, from 10 a.m. to 1 p.m., for the admission of Students. Intending Students are invited to communicate with the Provost as soon as possible.

The SLADE SCHOOL OF FINE ART will open on Monday, October 5th, and Students may be admitted on or before that date.

ENTRANCE SCHOLARSHIP.

A GOLDSMID ENTRANCE SCHOLARSHIP tenable in the Faculty of Engineering (value £90) will be competed for by an Examination beginning September 22nd, 1914.

The following Prospectuses are now ready, and may be had on application to the Secretary:—

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Next Session begins Monday, October 5th, 1914.

Fees and Prospectuses on application to the SECRETARY, The University, Leeds.

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Principals:
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Prospectus from the Secretary.

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(Founded 1897.)

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THE Institute is an Examining Body of Teachers of Gymnastics, &c., and Fencing, and its Membership, obtainable by Examination only, consists of Fellows, Members, and Associates.

The Institute also holds Examinations for Elementary School Teachers' Certificate for Physical Training.

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Principals of Schools and Colleges requiring Trained and Certificated Teachers of Drill, Gymnastics, &c., or Fencing, should apply to the Hon. Secretary.

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OCCASIONAL NOTES.

THE War which, through no seeking of our own, has come upon us, will be a test of much. It will test our power of organization, our capacity for endurance, our national fibre. It will probe, too, the soundness of our system of education. Croakers have warned us that education has been helping to make the nation soft. We shall see. This is the first great trial of fortitude which the generation educated in our national schools has had to bear and the first great struggle into which the democracy, since its advent to power, has had to enter. An educated democracy has to show that it can carry on that struggle with the same unflinching purpose, the same stubbornness and "bull-dog grip" with which an aristocracy resisted Napoleon. We have no fear of the result of such a test.

The War.

EDUCATION must needs suffer, and Lord Haldane's great scheme of reform must needs wait till his scheme for a Territorial Army has been perfected and carried out by Lord Kitchener; yet we hope that the existing system will not be interfered with more than is absolutely necessary—that schools and colleges, for instance, will not be taken for hospitals, except in the last resort. However tremendous is the call upon our resources, we must not forget the rising generation. We may learn a lesson in this matter from the most redoubtable of our foes, who founded the University of Berlin and set about educational reform in the time of sorest stress, when the enemy was actually in occupation of their country.

Business as usual.

SINCE the above note was written we have had an opportunity of seeing a Circular of the Board of Education issued after communication with the Army Medical Department, which states that, in the opinion of that Department, no emergency is likely to arise in the near future which will require the occupation of school buildings other than those which have been already requisitioned. So far as we have heard, these are not at present numerous. The Board, very properly, deprecate interference with school buildings at the present stage, and further make it plain that applications for their use from unauthorized busybodies should be refused. The Army Council has informed the Scotch Education Department that schools must not be used for billeting without the consent of the Education Authorities, and must be evacuated when required by the latter.

THE Provision of Meals Act has been passed just in time to help the Local Authorities with the feeding of the children during the war. The Act, which comes into force at once, has three important provisions. It enables the authorities to supply meals during the holidays, it abrogates the halfpenny rate limit, and it removes the necessity of obtaining the sanction of the Board of Education to expenditure on food out of rates. In a word, it confers upon the authorities plenary powers to do whatever they think necessary in the way of providing meals. The Board of Education have already sent out a circular on the subject, which, amongst other things, states that grants on as favourable a basis as possible will be forthcoming to assist expenditure incurred in this financial year. The circular, be it noted, is dated August 7, three days after the declaration of war. The Act comes indeed at the right moment. It can hardly be doubted that next winter there will be much unemployment and consequent privation, and in times of stress the children ought to be the last to suffer.

IT is now nearly three years since the Report of the Consultative Committee on Examinations was published, and, as a result of much conferring with University Examining bodies, Local Authorities, and others, the Board of Education have embodied in a circular a set of proposals on which they invite criticism and suggestion. A good deal of it will meet with general approval. The plan of the two Examinations, one for boys and girls of sixteen and the other for those of eighteen, is adopted. The principle of no external test for school-children under sixteen is, broadly speaking, accepted, "preliminary" examinations for grant-earning schools being forbidden altogether and the right to prohibit any particular school from taking a "Junior" being reserved. No other interference with the present University examinations is contemplated, nor do the Board—and herein they are, we think, wise—propose to erect any examination system of their own. Their functions will be confined to bringing the various examining bodies into line and getting them to agree upon the minimum standard. This will be no light task, and we foresee a long period of diplomatic negotiation. We are glad to note that the principle of easy papers and a high standard of marking is advocated, at least for the first

The Board's Circular on Examinations.

examination, which should be such that every pupil of average intelligence and industry can pass it. There need be no difficulty in exacting a higher standard for the purposes of Matriculation and entrance to the professions.

THE weak point of the Board's proposals is, in our view, the insufficient recognition of the school course. The certificates, which will still be granted by the Examining Bodies, will not be School Leaving Certificates, nor will they be called by that name. It will be open to any boy or girl to obtain one, in whatever way he or she has been educated. All that is proposed is that, in the case of a scholar coming from a school on the Board's "efficient" list, a brief record of his school career shall be appended to the certificate. Now this is not enough. If we believe that education in a good school is the really important thing, and regard the passing of an examination, as we ought to do, merely as a proof that the scholar has not been lazy and is not a dunce, we ought to discriminate more emphatically between the boys and girls who have spent three years in an efficient school and those who have not. The former should receive a Leaving Certificate in which the school record, signed by the head master or mistress, comes first and the testamur of the examiners second. The latter should receive something of a wholly different nature, which cannot be confused with the other parchment. Only by some such means can the public be educated into understanding that it is the school course that really matters, and that the examination pass is merely the seal upon the teacher's work.

IN these columns last month we remarked that original political genius seems during the last century to have sprung from anywhere rather than from the public schools. Since then a writer in the *Morning Post* who signs himself "C. H. P. M.," taking a wider sweep than we did, has been investigating the upbringing of a large number of the leading men of the day, and this is what he finds. Political leaders are evenly divided; about half are public-school men. In diplomacy, as we should expect, the schools have it all their own way, for diplomacy is still an aristocratic preserve. But the Church, as in the middle ages, is the most democratic of the professions, and only ten out of thirty bishops were educated at the great boarding schools, as were only five out of sixteen judges. The numbers will probably surprise many people, and will be regarded as not very creditable to the schools mentioned. Still, we must be fair to those schools. They educate now only a small proportion of the youth of the upper and middle classes, and we must not expect them to turn out more than their due share of bishops and judges. The article, however, indicates a profitable line of research. It would be interesting, for instance, to know how the great day schools compare with the great boarding schools in the output of talent, and whether there is any marked difference in the kind of ability they produce.

IN the Conference on the Teaching of English at Stratford-on-Avon there was the usual chorus of denunciation of pedantry, instruction in grammar and

Teaching of English Literature.

philology, the Clarendon Press editions of Shakespeare, and the examination system. It was a beautiful summer's day, and the Conference was part of a "festival" of drama managed by actors. Under such circumstances how could the speakers be expected to deny themselves the luxury of denouncing all solid work and demanding that the reading of literature should be nothing but unmitigated enjoyment? It was left for Mr. J. H. Fowler, of Clifton College, to point out that the invectives were really a little out of date, and that, in the reaction from burying great authors under a cloud of notes, we ran some risk of substituting shallow impressionism for serious study. We are quite sure that Mr. Fowler's warning is needed. Enjoyment ought not to be the sole end of reading, nor the stimulation of feeling the sole aim of the teacher. The intellect and brain must be called into play as well as the heart and the imagination. Dr. Rouse inveighed against the Clarendon Press editions. We wonder how many schools he knows of where these editions are used.

CANON MASTERMAN, in his address to the Letchworth Congress, made some useful suggestions about the teaching of civics. Such teaching, he thought, could not be effectively done in the elementary schools, with their crowded curriculum. The better course would be to give instruction of that kind in continuation schools, and his ideal was that boys and girls leaving school at fifteen should attend a class in citizenship on one afternoon a week for two years. There is much to be said for such a plan. The children in elementary schools have not reached the age at which they can appreciate teaching about the way they are governed, and their own share in such government. Civics, like cooking and hygiene, is a practical matter, a thing about which children need to hear when they are approaching the age at which they will be confronted in actual life with the problems which the teacher discusses. Canon Masterman's dream of the time when the future citizen will after due training be ceremoniously invested with citizenship, like a medieval knight who has won his spurs, will touch a sympathetic chord in many hearts. It is a remark of Mr. Sidney Low's in his "Governance of England" that the drabness and colourlessness of the act of voting is a real loss to the young working men. The President of the Teachers' Guild makes the same remark about the process of registration.

THE *Schoolmaster* has been discussing the title by which teachers in elementary schools other than heads should be called, and urges them to plump for "assistant master or mistress" as against "class teacher." We sympathize with its view that the nomenclature of teachers should be the same from Eton and Harrow down to village schools, for identity in nomenclature would be the natural outward sign of that unity of the teaching profession for which we are striving and of which the Register is the embodiment. But why should the term "assistant" be used? There is, of course, nothing derogatory about it, but it is meaningless, and gives, especially where secondary schools are concerned, a wrong impression of the spheres of work of the chief and his subordinates. The teachers in

The Output of the Public Schools.

Morning Post who signs himself "C. H. P. M.," taking a wider sweep than we did, has been investigating the

A Question of Titles.

plump for "assistant master or mistress" as against "class teacher."

a secondary school do not "assist" the principal in his or her work; in most cases they are doing work of a different character, which the latter cannot do and does not profess to be able to do. To call the science masters of a public school "assistant masters" is as absurd as it would be to call the engineers of a steamship "assistant captains." They should be called simply "masters," and the use of the prefix "head" would quite sufficiently discriminate their commanding officer. In elementary schools, such as those in London, where functions of the head masters and mistresses are almost purely administrative (and clerical), "assistant" would be a complete misnomer.

SIR HENRY HIBBERT'S speech on the Education Vote was just too late for us to refer to it in our August number. It contained some interesting facts about education in Lancashire. Only half the cost of secondary education, he stated, was met by Government grants, and he contended that the proposed increase was quite inadequate. In the North, far more than in the middle and South of England, elementary and secondary education are one, and increased facilities for the latter mean to a great extent more schooling for working class children. In Lancashire 87 per cent. of the scholars in the higher schools came from the lower schools, and 35 per cent. of the places in the former are free. Sir Henry further stated that 50 per cent. of the looms in Lancashire are owned by men who were operatives only a few years ago, and that it is to this constant inflow from the artisan class that the commercial predominance of Lancashire and Yorkshire is due. The hard-headed Northerner is evidently convinced that education is a "business proposition." Sir Henry spoke in favour of Continuation Schools, but is against compulsion, holding that we should get the right class of boys and girls into the schools under a voluntary system.

WE regret to notice the weakening of the Board of Education on the subject of the size of playgrounds. The new rules will permit playgrounds which give only 16 square feet per head in the case of infants, and 20 square feet in the case of seniors. The figure has hitherto been 30 square feet for all. It is right to say that this is the size which will be demanded where no other playing space is available; the present ratio for the older children will be retained in other cases. Much will, therefore, depend on what the Board regard as "other provision for games." If a park a mile away is to be accepted, the proposed playground will be altogether too small. As Mr. G. L. Bruce points out in a letter to the *Times*, an acre of playground is demanded for every hundred children in a secondary school; while an elementary school for a thousand, playground included, may be built on the same area. The difference is far greater than it ought to be.

"HOW not to get run over"; "Only cross a busy street where there is a policeman"; "Don't hold on to any vehicle . . . especially to a Motor-Bus." These pretty specimens of English are not the product of a Fourth Standard boy. They are taken from notices issued by the London County Council and put

up conspicuously in every elementary school. Now the London Education Committee makes a great deal of the teaching of English. Composition is one of the two subjects in which candidates for Junior Scholarships are examined; yet it allows monstrosities of this kind to stare children in the face in every school. Two of them occur in a placard signed by the Education Officer. We greatly fear that if Sir Robert Blair sat for a Junior Scholarship he would be ploughed in English.

LOCAL AUTHORITIES.

THE terrible reality of war must affect, directly and indirectly, the work of all Local Education Authorities. In many parts of the country school buildings have been requisitioned for military purposes, and

The War.

with much less reason philanthropic ladies, with excellent but ill-founded intentions, desire to transform them into hospitals. Anticipating that distress will soon become acute and general, the Board of Education are encouraging Authorities to provide meals for school children, and, although it is doubtful whether any need has yet arisen which cannot be promptly and adequately dealt with by local relief committees, it is advisable to be prepared for emergencies. Authorities will be confronted, of course, by the difficulty of increased prices for building materials and school requisites, but it is hoped that no necessary work that can be done will be suspended. It is also, as the Board of Education suggest, "very undesirable that the unrest to which the present crisis in the affairs of the nation naturally gives rise should be intensified by any avoidable interruption or dislocation of the public educational service of the country."

THE statistics of recognized "intending teachers" for elementary

Supply of Teachers.

schools, issued by the Board of Education, are of considerable value, and are also moderately reassuring. It is now possible to obtain some reliable information as to the Authorities who are contributing a satisfactory proportion to the supply and those who are failing to do so. The number of posts in England available for certificated and uncertificated teachers on January 31, 1913, was 99,042 of the former and 39,800 of the latter. It has been suggested in this column that to maintain the supply, intending teachers in the proportion of something like 5 per cent. of these totals must be enrolled annually. The actual proportion of bursars, pupil-teachers, and student-teachers who had not been bursars, recognized for the first time during the year is 3.30 per cent. The administrative counties (excluding London) produce the average supply: the County Borough Councils, 3.79 per cent.; the Borough Councils, 3.23; Urban Councils, 2.71; and London, 2.35 per cent.

THE Kent Education Committee has for some time given consideration to certain questions regarding the salaries of teachers, and in particular those of uncertificated assistants and the head teachers in

Kent.

small schools. The position of uncertificated assistants is to be somewhat improved and, in future, the salaries of all head teachers in schools with an average attendance of 150 or less will be the same—viz. men, £115 to £145; women, £90 to £115. The Committee has also felt that dissatisfaction has been caused in the past by the practice of putting a school in a lower grade and in reducing the salary of the head teacher in consequence of a fall in average attendance. In future, in the case of new appointments, the grade of a school will remain the same as that at which it was fixed when applications were invited so long as the head teacher in question holds the position, subject to reconsideration only if and when a substantial increase has occurred in the average attendance. This appears to be a very reasonable and satisfactory provision.

IN the county of Kent, according to the Eleventh Annual Report, there was an increase of £11,882 in the expenditure out of revenue account during the year ended March 31, 1914, as compared with the previous year. Nearly 50 per cent. of the increase is due to teachers' salaries, this charge having advanced from £1. 18s. 3d.

Expenditure.

per head in 1903-4 to £2. 19s. 8d. in 1913-14. The total maintenance cost per head was £3. 14s. 3d., as compared with an average of £3. 8s. 1d. for the five preceding years. As regards receipts, the grants from the Board of Education, it appears, continue to show a reduction. During the year the amount received in respect of aid, annual and fee grants, was less by an amount of £3,353 than the sum received in the previous year. The contribution per scholar in average attendance, including the grant for medical inspection, was £2. 1s. 3d., as compared with £2. 2s. 9d. in 1906-7. In discussing the position of affairs, the Committee repeats to the Council what it has reported from time to time—namely, that, unless substantial additional assistance is received from Government, a further increase in rates must be anticipated. "No further assistance," it is pointed out, "will be received during the year 1914-15, but there is good reason to hope that something may be obtained in the following year, although the suggestion that increased grant should, if the Board of Education see fit, be accompanied by the abolition of special rates, indicates that the relief is not likely to be very general."

School Attendance. THE difficulty of dealing with problems of school attendance in an administrative area are considerable, and it is sometimes believed that magistrates do not sufficiently support the Local Education Authority, and are unduly lenient in dealing with parents who fail to observe the by-laws. In consequence of representations made to it, the Kent Education Committee arranged conferences with the Chairmen of the various Petty Sessional divisions in their area. It was pointed out by the justices that they must apply the law to the circumstances of each case as in their discretion they think best, and that their decision must largely depend upon the way in which a case is presented to them. In some instances, it was suggested, the attendance officers did not bring to the notice of the court in a satisfactory manner the facts upon which they relied in bringing the prosecution. The justices also expressed the opinion that the Committee's policy of taking cases into court only as a last resort is a mistaken one. That is to say, the mere fact that the parents have several months' indulgence induces the magistrates to suppose that leniency is desired.

Berkshire. THE Report of the Berkshire Education Committee, presented to the County Council at their last meeting, contains some useful observations by Mr. W. C. F. Anderson, the Secretary, on the progress of the work. The main development recently has been in the provision of practical instruction. In 1908-9 the number of scholars who were taught cookery, laundrywork, handicraft, and gardening was 519; last year the total was approximately 3,838. In Berkshire the number of small schools is considerable, and Mr. Anderson points out that "Gardening" as a school subject can now be more easily introduced into the curriculum, as girls are permitted to join the class. It has been found to be undesirable, however, where there are only two adult teachers, for the head teacher to leave the schoolroom to take a small class for gardening, and this no doubt, to some extent, limits development.

SCIENCE NOTES.

British Association in Australia. OUR readers will have seen in the daily Press that the British Association program has been carried out so far as Melbourne and Sydney are concerned. We understand that the Brisbane visit will take place, but that the New Zealand trip has been abandoned. The usual volume containing addresses by the President of the Association and the Presidents of the Sections will, we hope, be obtainable from Burlington House. It was intended to develop the Sectional Reports and to issue them in large numbers, and if this has been carried out it will not be difficult to get a complete abstract of the official proceedings, as these were prepared before the war. Unfortunately the social and personal intercourse, which is so important a feature of these conferences, must have suffered somewhat in fruitfulness as regards scientific discussion. It is to be hoped that the sense of brotherhood among savants of different nations may have been deepened rather than injured.

Prof. Bateman's Address. THE Inaugural Address of the President followed the lines anticipated, and was a powerful statement of the views of modern followers of Mendel. There were several instances of the employment of homely

simile to give point to arguments which were unavoidably rather long and abstruse for the uninitiated, of which instances we will quote one: "We should be greatly helped by some indication as to whether the origin of life has been single or multiple. Modern opinion is, perhaps, inclining to the multiple theory, but we have no real evidence. . . . When we hear the spontaneous formation of formaldehyde mentioned as a possible first step in the origin of life, we think of Harry Lauder in the character of a Glasgow schoolboy pulling out his treasures from his pocket: 'That's a wassher—for makkin' motor cars.'"

The Sun a Variable Star. MANY of the official expeditions to observe the total solar eclipse were interfered with, but some were entirely successful. The partial eclipse was seen in England in favourable weather, but, since the maximum phase was less than two-thirds, it is not probable that much new information was obtained. Among the papers presented to Section A of the British Association was one by C. G. Abbot, Director of the Smithsonian Astrophysical Observatory at Mount Wilson. Measurements of the solar radiation at Mount Wilson in California, and at Bassour in Algeria, show close agreement, and lead to the conclusion that the sun is a variable star, the variability being irregular in period and in amplitude, but may range from 5 per cent. above to as much below the average within the lapse of a week.

The Thinking Hand. MR. J. G. LEGGE has done a service to education by his book, "The Thinking Hand; or, Practical Education in the Elementary School." There are more than four hundred illustrations, which give a rapid demonstration of the instruction now provided. There is much to admire, yet we hope that a few years will see a vast improvement. For example, the models made are frequently copies of obsolete pieces of apparatus, or pieces of apparatus which ought to be obsolete. Cannot the resourceful science teacher show a better way? Cannot he influence the manual training so that boys and girls may make things which will actually work, and do on a small scale the operations which on a large scale are the groundwork of commercial and social activities? Consider such matters as water-supply, production of electrical energy from heat, signalling, surveying.

Glass-tubing: a Caution. MORE than usual care should be taken to avoid waste of glass tubing. Most of our present supply has come from Germany, and a shortage of this material is a possibility to be reckoned with.

The common Gnat. FEW insects are easier to obtain and watch than the common gnat, *Culex pipiens*. Its life-history is full of interest, and a magnifying glass is sufficient to show many interesting points of its anatomy. The enormous influence of the mosquito, man's chief competitor on this planet, might well be brought before older pupils, but the younger ones can find enough interest in the common gnat. Every teacher of Nature study is doubtless acquainted with some of the life-story of *Culex*. Nevertheless, we think several will be glad to know of a beautifully illustrated account given by W. H. S. Cheavin in the August number of *Knowledge*. Lantern slides on the subject are sold by dealers, but, in our opinion, are much less effective than the real thing, their teaching function being to supplement—not to supplant.

CONFERENCE ON FURTHER EDUCATION.

A GARDEN CITY SUCCESS.

THE PROBLEM OF THE FOURTEEN-YEAR-OLD CHILD.

BY OUR SPECIAL CORRESPONDENT.

WIDESPREAD interest was manifested in an educational conference at Letchworth (Garden City) from July 25 to 31. Promoted by the Teachers' Guild of Great Britain and Ireland, the Workers' Educational Association, and the Letchworth "1914" Celebration Committee (a body arranging various festivities to celebrate the tenth anniversary of the commencement of the Garden City), the Conference was of far-reaching importance, the subject being "The Further Education of Children over the Age of Fourteen." The officials of

the Conference were: President, the Marquis of Salisbury; Vice-Presidents, Miss N. Alder, Sir Robert Blair, Lord Robert Cecil, M.P., Mr. Ebenezer Howard, Mr. M. R. James, Litt.D. (Vice-Chancellor of Cambridge University), Miss Margaret McMillan, Dr. Norman Macfadyen (Chairman, Letchworth Parish Council), the Rev. W. Temple, Mr. Aneurin Williams, M.P., and Mr. E. N. Wix, M.A.; Chairman of Joint Committee, the Rev. Canon J. Howard B. Masterman, M.A.; Chairman of the Local Committee, Mr. Douglas Cockerell; Secretary, Mr. Frank Fairman, M.A.; Hon. Secretary Exhibition Sub-Committee, Mr. T. Armitage Hewitt; Hon. Secretary Social Committee, Mr. J. W. Redfern; General Local Secretary, Mr. Edgar Wing. Delegates from all parts of Great Britain and the Continent attended the various sittings of the Conference, and the interest never flagged.

It was made plain, perhaps for the first time, that the problem of the fourteen-year-old child is the question of the day. Many schemes have been suggested to solve it. When once it is realized that the education of the average boy or girl ends at the age of thirteen or fourteen, elementary education is seen to be a failure. The total inhibition of child labour under the age of thirteen would be a step in the right direction, and when assured of a healthy life for school children further education might be profitably considered. In the words of Mr. J. H. Reynolds (late Director Manchester Technical School) at the first session of the Conference, "Education is the remedy for the ills of the nation."

The formal opening of the Conference on Saturday, July 25, was a good presage for the week's activities. Lord Salisbury, in his opening address, advocated better conditions of housing and home life as an indispensable preliminary to reforms in school training. The present system of elementary education was the most uneconomical arrangement they could conceive, because at the age of fourteen the impression made on the mind of the child was not sufficient to leave any permanent mark unless it were continued and deepened. If the right of the needy parents to call upon their children to aid them was recognized, then the co-operation of the employers must be gained for their further education. State compulsion after the age of fourteen was not, in his opinion, feasible, and we must look to voluntary efforts. Education, he said, had two sides: the development of the child's character and its mental development. The former was best effected, he thought, not by the teachers, but by the Boy Scout and similar organizations. This movement appealed to the elemental virtues of the boy, controlled by the principles of morality and religion. It was a magnificent system and was further education of the highest and best kind.

Hearty greetings were offered to the Congress by prominent residents, including Mr. Ebenezer Howard, the pioneer of the Garden City movement.

At the opening of the Conference on Monday morning Further Education in England was considered, Mr. J. H. Reynolds opening the discussion, in the absence of Lord Henry Bentinck, M.P. Mr. Reynolds deplored the low standard of education in the ranks of the British Army, and, in addition to advocating the abolition of child labour, suggested that continued education should be extended to the age of seventeen within the ordinary working hours.

Mr. C. K. Ogden, B.A. (joint author of "The Problem of the Continuation School"), advocated a four and a-half days' working week, the rest to be spent under educational influences, six to eight hours being so spent in the following way: two hours' practical or laboratory work, two hours' theoretical instruction bearing on such work, one hour drawing, one hour mathematics, one hour essay or composition, and one hour general social knowledge.

In the course of the afternoon session Mr. J. C. Smail (Organizer of Trade Schools, L.C.C.), speaking on "Further Education in London," said that both low and high grade workers must be provided for on a compulsory system. A Royal Commission on Juvenile Labour was needed to formulate a national policy, in regard to the work, training, and education of our young people.

Miss F. H. Dunham (Organizer of Women's Technical Classes, L.C.C.) said that further education was carried on only at the cost of considerable self-sacrifice on the part of the parents. Until there was a general reduction of working hours, and compulsion replaced voluntary attendance, the efforts of educationists would never be wholly successful, and further education would continue to be beyond the scope of the majority of our young people.

Mr. Shadrach Hicks (Principal of the Shoreditch Technical Institute) insisted on a treatment of the problem apart from creed, caste, or party politics. The nation should devote, he suggested, £500,000 every year for a period of ten or fifteen years to establish, maintain, and develop such a system of further education as would form the crown of our present system and allow our young people to make use of their special abilities in the varying channels of commercial and industrial activities, thereby maintaining and strengthening our civil, industrial, and national life.

Tuesday's session was devoted to a consideration of Further Education in Scotland and America, and the speakers were: Dr. Crowley, who

read a paper prepared by Mr. J. Clark, M.A. (Clerk to the Glasgow School Board), Mr. D. McNally (Head of Continuation Work, Edinburgh School Board), and Miss Winefrid Jevons (author of a special report issued by the Board of Education on "The Relation of School to Employment in the United States"). Mr. Clark's suggestions for the future were enlarged educational areas, the gradual establishment of day continuation classes on compulsory lines, special regard for employment or future employment, the raising of the day school age, and a more real continuity of education. Its object must be to make men, not workmen. Mr. McNally's outstanding statement was that the future of continuation schools was bound up with the reconstruction of the apprenticeship system, and the classes must supplement this system. Miss Jevons said the problem of the fourteen-year-old child faced America as well as England. The compulsory system was operative in several of the States.

On Wednesday morning Dr. Kobelt, Organizer of Rural Continuation Schools in Germany, read a paper describing methods of Further Education in that country. He suggested that children should commence their education at elementary schools in the seventh year and prolong the age limit by a year or two, which would be a means of improving their physical condition. That would be more hygienic than forcing children of five into benches and rooms where their organism was exposed to dangers of infection and where they were liable to develop curvature. Mr. T. R. Hawes (Head Master, Castleford Secondary School, Yorks) also read a paper describing educational facilities in Germany.

Mr. J. W. Willis Buid, Chairman of the Worcester Education Committee, read a paper on "Non-vocational Training." In the afternoon the delegates were entertained with a pianoforte lecture recital by Mr. Dalhousie Young.

The principal speaker at Thursday's session was Mr. W. P. Donald (Town Clerk of Barnsley), who, in a discussion on Vocational Education, read a paper entitled "A Plea for Further Experiment in Vocational Education." Parliament should, he thought, pass a one-clause measure for a conference in 1916 to determine in what direction experiments should be made in Further Education, and that then no further Conference should be held for five years. Mr. R. W. Ferguson (Educational Organizer to the Bournville Works) gave an interesting outline of the methods pursued and the curriculum at Messrs. Cadbury's Works, and Mr. W. Trevor H. Walsh (Assistant Secretary, Higher Education, Kent County Council) spoke on vocational work with reference to agricultural districts. In the evening a Workers' Educational Association meeting was held, when the objects of this movement were explained by Mr. W. A. Nicholls. The Association has now 173 branches, with 11,430 members.

The morning of the last day of the Conference (Friday) was devoted to the consideration of two subjects: "The Teaching of Domestic Subjects" and "The Teaching of Civics." The former was spoken to by Miss Kempson (Head of the Domestic Department, South-Western Polytechnic) and Mrs. J. E. Matthews (read on behalf of Mrs. McKillop, King's College for Women), and the latter by Canon J. H. B. Masterman.

Canon Masterman asked, "Could citizenship be taught in a system of national education?" Many said "No!" But, remembering how successfully it was taught in other countries, he thought the attempt should be made in England. His dream was that when a child left school at sixteen it should attend a special class one afternoon a week. After explaining his method of teaching civics, the speaker went on to say that he did not care if the withdrawal of children of sixteen from the industrial life for an afternoon a week was considered impractical—he believed it would have to be done. The future citizens of our country should learn their civic duty side by side. He did not anticipate much help from the politicians in the work of educating men for citizenship. He lamented that no report had been made on methods adopted in other countries for the training of citizens. Patriotism was the outcome of imagination, and imagination was knowledge interpreted by affection.

The closing session fittingly dealt with the provision and training of teachers for Further Education, and papers were read by Miss K. L. Johnston (Maria Grey Training College) and Prof. Foster Watson (late Professor of Education, University College, Aberystwyth). Canon Masterman, who presided, said it took two things to make a teacher: natural ability and a proper training. They were trusting far too much to a body of overworked people, who could not be expected to do justice to the tutorial studies they had undertaken.

Miss Johnston said she believed teachers were born and not made. The paper outlined the duties of the teacher and the training she should receive to equip her properly for her work.

Prof. Watson did not think anything could be done with the question of Further Education until such education was made compulsory. But the system could not be made compulsory before it was in a fair way to become efficient. As teachers in Further Education schools they wanted men and women of the right personality.

A conversazione, at which Mr. McNally, of Edinburgh, expressed

the thanks of the visitors, concluded a most enjoyable and profitable Conference.

An official report of all the proceedings in book form is promised shortly.

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To the Editor of *The Journal of Education*.

SIR,—The article of "A. B." in the last number of *The Journal of Education* is calculated, it seems to me, to give a quite inaccurate idea of the French *Doctorat d'Université*. It is in strange contrast with the article on "How to Obtain a French Degree" which appeared in the *Times Educational Supplement* of June last. It is curious, too, that it should immediately follow a paragraph in *The Journal* which notes that a lady who holds a research studentship from Girton College has been awarded a doctorate at the Sorbonne for her thesis on "La Formation Philosophique d'Ernest Renan."

The article in the *Times* indicates in detail the requirements for the *Doctorat d'Université* and points out, what "A. B." does not, that the candidate, after having completed his thesis, must submit it to the *professeur* under whom he has worked, and the latter will, after he has read it, report to the Dean of the Faculty on it. If his report is entirely favourable, the candidate receives the *permission d'imprimer*. Assuming this is the case, the candidate has his work printed, and 125 copies must be presented to the University. At Lille the procedure is slightly different. Here "La thèse sera examinée par un ou plusieurs professeurs de la Faculté des Lettres, qui la signeront après s'être assurés que le travail mérite d'être présenté à la soutenance publique. Le Doyen soumettra ensuite le manuscrit au Recteur avec un rapport où seront exposés les qualités et les défauts du travail. La thèse sera imprimée et 110 exemplaires en seront déposés au secrétariat de la Faculté des Lettres. La thèse portera le nom des rapporteurs qui auront proposé l'impression."

A date is then fixed for the *soutenance* of the thesis, together with an examination on the *questions supplémentaires* offered by the candidate. It should be noted that the *soutenance*, which usually lasts about three hours, is conducted in French and in public, after due notice has been posted up at the University.

In the report of our Board of Education, Vol. II of *Special Reports on Educational Subjects*, on "Les Universités Françaises," M. Louis Liard, Directeur de l'Enseignement Supérieur au Ministère de l'Instruction publique, explains the reasons for the institution of the *Doctorat d'Université*. He there says (page 590): "Les Universités de l'Etat décernent des grades d'Etat qui donnent accès aux fonctions et professions. Mais, corps scientifiques, enseignant la science universelle, laquelle n'entre dans aucun cadre de programme ou d'examen, elles offrent l'initiation à la vie scientifique, sans distinction d'âge ni de nationalité, à tous ceux qui veulent étudier pour étudier. Quiconque est capable de recherches de critique, d'invention, de vérité doit pouvoir être étudiant d'université et participer aux honneurs que l'université décerne." The functions and professions here referred to are open only to Frenchmen. I believe it is a fact that no practising rights are conferred on foreigners in France, even if they obtain the State degrees.

In the same report appears a letter from M. Berthon, Taylorian Teacher of French in the University of Oxford, in which he says, "The *Doctorat* will, it is hoped, be of special value to teachers and students of modern languages and philology, and be sought by them as a fitting crown to their English University career." There is evidence that the *Doctorat* is realizing this end. A distinguished Inspector of the Board of Education is a *Docteur d'Université*, and

amongst the names of professors and lecturers of some of our English Universities—London, Birmingham, and Leeds occur to me at the moment of writing—appear holders of the *Doctorat d'Université*. As an example of an excellent piece of research work I commend to "A. B." the study on "Chaucer and the French Influences on his Work," a substantial volume, presented by Miss C. Spurgeon, University Professor of English at Bedford College, as her thesis for the *Doctorat*. The volume is published, I think, by Hachette.

Your correspondent's statement that candidates need not possess any previous degrees is not correct. This is true only in the case of Rennes, Montpellier, Grenoble, Dijon, and Poitiers. At Lille and at Paris, I believe, the B.A. Honours degree has hitherto been demanded from English postulants for the *Doctorat*. I have no direct knowledge of the requirements for the German Ph.D. degree. I would only point out that some of the most eminent of our University professors have considered it worth their while to qualify for it. Are these included in "A. B.'s" "Ab uno disce omnes!"

While "A. B." is undoubtedly performing a necessary service in pointing out the distinction between the two *Doctorats*, he is, I think, doing a disservice to the development of the study of French and German in England by his exaggerated statements, and by his not distinguishing between those French and German Universities which demand genuine effort and a high standard from their foreign students and those whose standard is below what it should be. In conclusion, I would point out that the *Doctorat d'Université* is conferred by the French Universities under the authority of Le Ministre de l'Instruction publique.—I enclose my card.

Z.

SIMPLIFIED SPELLING: A SUGGESTION.

To the Editor of *The Journal of Education*.

SIR,—Some simplification of English spelling seems to me, as a teacher, inevitable. The scheme of the Simplified Spelling Society appears the best yet suggested to meet at once the demands of science and convention. But although most considerations, e.g. those of phonetics and those involved in making the minimum divergence from the present spelling, have been carefully weighed, yet it seems to me that the psychological aspect has been somewhat neglected. I propose to criticize the scheme in two respects.

The first point relates to the letter *k*, which is excluded from the alphabet of the Simplified system in favour of *c*. The chief reason given is the fact that *c* occurs more frequently than *k* in the present spelling, and hence if *c* is retained it will follow that fewer changes will have to be made. Yet is this the only or the best reason to follow in such a case? Zeitler's experimental work tends to show that many readers move over the page catching characteristic groups of letters as landmarks. These are clues from which they gather words and their meanings. "With less familiar words, even the practised reader may establish for himself that the simultaneous reading exists only for the extent of a dominating complex" (Huey, "Psychology of Reading," page 89).

Messmer has to some extent confirmed the conclusions of Zeitler. He has found that the projection of letters above the line and their geometric form are factors which contribute most to give words their distinctive features. He also showed that there are two classes of readers. One of these—the subjective—gathers meanings from the general word-form; whilst the other—the objective—seizes chiefly the dominating parts. It is to be noted that in either case peculiar and characteristic letters are important.

Again, Huey himself has shown, by using mutilated type, that the upper half of a word contributes most to the ease of reading, and that letters with projecting up-strokes are particularly important ("Psychology of Reading," page 99). The letter *c* does not project above the line. Its form, moreover, has the disadvantage of rendering it liable to be easily confused with *o*; *k*, on the contrary, does project above the line. And, in addition, the oblique strokes, by which its lower part

(Continued on page 618.)

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is made, are geometrically characteristic. Psychologically, therefore, *k* has great advantages over the letter *c*, and helps by providing these landmarks which aid the processes of perception and apperception. Surely these are great reasons for retaining *k* and omitting *c*.

In order to illustrate this, compare below the list of words given in the Society's handbook to support their use of *c*. In the first series *k* is used, and in the second series the same words are printed with *c*. The characteristic form of the first is apparent at a glance:

kaktus, kart, kaukus, klaret, kronik, kis
cactus, cart, caucus, claret, cronic, cis.

My next point refers to homonyms. Prof. Munsterberg ("Psychology and the Teacher," page 283) says: "Those odd and queer ways of spelling are landmarks which help the recognition and apperception of the words in every line. To simplify the spelling completely would mean to make reading more difficult. *If 'to' and 'two' and 'too' were written alike, the spelling teacher would save less than the English teacher would lose.*" The italics are mine. If Prof. Munsterberg's statement be a fact, then the existing spelling of homonyms should be retained in the Simplified scheme, even though it would entail a certain amount of memorizing on the part of the child. The learning of such words could come gradually, or be transferred to a relatively late stage in the process of learning to read. It seems to me that mere argument is incompetent to settle this point, and that appeal should be made to experiment.

Upon these grounds I would suggest that, before the Simplified system is accepted in its entirety, that it should be rigorously tested by psychological and, above all, by pedagogical experiment. The promoters quite wisely put forward their scheme tentatively as regards details. No doubt but that it is in the main on thorough and sound lines; but, whilst the movement is spreading, it would be well to

commence experimental work off-hand, in order that when the time is ripe for its adoption it may have passed through the fiery furnace and be quite fitted for its work.—Yours, &c..

W. ALFRED RICHARDSON, B.Sc.

SEXLESS SCIENCE.

To the Editor of the Journal of Education.

DEAR SIR,—The review in your August number of Mrs. White's "First Book of Experimental Science for Girls" begins with the words, "To those who have studied the problem, it has for long been obvious that girls require a course in science quite different from that which it has been customary to provide for boys." Such a statement will not be allowed to pass unchallenged because Miss Freund is dead. It is true that the reviewer proceeds to add that "when the best courses for girls have been discovered it *may* be found desirable to bend the traditional boys' courses *somewhat in the same direction*" (the italics are mine). I am not concerned to defend the traditional courses nor to criticize Mrs. White's book—all I wish most emphatically to say is that some, and I believe a majority, of "those who have studied the problem" believe that whatever course is best for the one sex is best for the other.

The untenability of the "science for girls" position is perhaps best shown by reference to any other subject of school study. Does anyone advocate "mathematics for girls," "history for girls," "French for girls," &c.? Of course not; we teach these subjects after the best methods we have been able to evolve, trusting that our pupils when they leave school will be able to apply their knowledge in any career which lies before them—which career is by no means decided by sex alone.

Is science, then, so different from other subjects? Not, I

(Continued on page 620)

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think, in itself, only in being more recently introduced into the curriculum. Is there not a phrase occurring in old books and newspapers—that people should be taught to “read, write, and cast accounts”? Nowadays we teach the science of arithmetic, and leave people to apply it to accounts, statistics, physics, or anything else in which it may be useful; but some of us, it appears, are still in the stage of thinking that other sciences must be applied at once.

Let it not be supposed that I am contending that the teaching of science should be entirely divorced from practical life; on the contrary, I think it is quite true that it is too much so at present, and that our experimental work in the school laboratory would gain by being more closely connected with the ordinary things of the home—with which boys and girls should be equally familiar—but the point is that the *object* of the experimental work is to further the pupil's progress in science, and that it is premature, at any rate till the latest stages of the school course, to expect either him or her to be prepared to apply the just-won knowledge and training to the often highly complicated phenomena which surround us.

There is, however, a stage at which technical training is undertaken, with some hope of success, if based on an all-round liberal education, which must, of course, include science; but at this stage the pupil, boy or girl, has chosen a career, and there is no more reason that all girls should choose the same than that all boys should do so. Really, some people seem to think that, while there are dozens of types of men, there is only one type of woman—the domestic. Suppose a girl wishes to pursue her science studies at the University, or to become a doctor, how is she to be expected to stand on the same footing as her brother, if he has been properly trained from the beginning, while she has been put off with snippets of “home science”?

The fact is, these problems do not arise if we simply recognize that there is no such thing as “home science” or “domestic science” or “science for girls,” but that *science is science*,

and should be taught by whatever methods we find most effective, quite irrespective of the sex of our pupils.—Yours truly,
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To the Editor of *The Journal of Education*.

SIR,—Without in the least wishing to dispute *The Journal's* criticism of our book—indeed, we are glad of support in the fight for the proper naming of clauses—we ask to be allowed to explain a principle underlying our choice of examples which we do not seem to have made clear.

We are accused of indulgence towards slipshod colloquialisms. Our contention is that those who use a language set the standard. Consequently, when we meet with a construction that is common, though not “classic,” we do not pass judgment, but “nous constatons et passons outre,” as do Frenchmen with the “tolérations.” Thus, when speaking of the “incorrect” “whom” after “than,” we record an instance of an incorrect accusative: “He is many years younger than me”; even of an incorrect nominative: “To no man more than he is due its marvellous English and melodious style” (from an article in a well known weekly of repute).

We also instance: “One half of the world are (not “is”) ignorant how the other half lives” (page 119). “The public is naturally much impressed . . . and do not make the necessary allowance” (from a Report of the Board of Education) as a modern usage, not necessarily sanctioned. Similarly the incorrect use of “none” with a plural verb is only instanced as an example of the influence of a plural noun on the verb. Gladstone wrote: “None of our actions end by doing them.” Such an attitude seems essential if we deal with language as a living, ever-changing phenomenon. With this principle before us we quote (page 120) “Either you or I are invited,” but add, “it is best to avoid such constructions.”

In support of our contention that “there” is an accusative in “Let there be no discussion about that,” we refer to Jespersen, “Progress in Language,” page 92.—Yours truly,

G. H. CLARKE.
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[We would pass “it's me,” but bar what are obviously slips of the pen or tongue.—ED.]

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ENGLAND AND THE WAR.

MOST of our readers have memories more or less vivid of the Boer War, and a few veterans can remember the Crimean War, but both of these, momentous as they seemed at the time, were, compared with the present war, remote, and interludes in our national history. Moreover, in neither of them was the nation fighting as one man, and, as it were, with its back to the wall. In the earlier conflict saner heads felt, what a Prime Minister afterwards openly expressed, that we had "put our money on the wrong horse," and the magnificent epilogue to Maud scarcely atoned for the vulgar abuse of Quakers and the Manchester School in the prologue. In the later there was a small but intellectually important party, nicknamed Pro-Boers, who refused to accept the Ministerial plea that the war was inevitable, and who could point in justification of their view to the reprobation that the action of England excited in parts of the Continent.

Now the war is at our own gates, and for the first time for more than a century England is threatened with invasion. This war, moreover, so far as it can be said of any war, is absolutely just. Ever since the apple of discord was thrown down in the Balkans England has played the part of peacemaker, and it was only when, in violation of international law and her own solemn pledges, Germany wantonly attacked a neutral power that England, as in honour and duty bound, reluctantly and disinterestedly drew the sword. In this quarrel, as far as England is concerned, there is no *altera pars*. To remove any possible doubts, it is only necessary to read first the White book laid before Parliament on the last day of the Session and then the German "Memorandum and Documents concerning the War," issued by the Imperial Press, Berlin, or the speech of the Imperial Chancellor to the Reichstag on August 4. Acts as immoral as the German invasion of Belgium may be found in comparatively recent European history, but for a parallel to the naked and unblushing avowal of such an

act by Herr Bethmann-Hollweg we must go back to "Il Principe" of Machiavelli.

All this has been said before, and doubtless better said, but it needs to be repeated in every pulpit and classroom if we are to preserve that unanimity of sentiment, that stern resolution and calmness of temper, that we have hitherto shown. Already we have suffered in a greater or less degree, and we schoolmasters not least. Business and professional men have some choice as to when they will take their yearly outing, but for teachers August is *par excellence* the holiday month, and for many an overworked man and woman it has been worse than a disappointment or inconvenience to find long-laid plans upset and holiday courses cancelled; to be turned back from the station, or, still worse, from a foreign frontier, or, as in the case of elementary teachers, to be docked altogether of half their holiday. All must have known such sufferers, if they have been fortunate enough to escape themselves, yet we have not heard or read one word of complaint. We rejoice to see that educational authorities are acting on the recommendations issued from head-quarters to civilians generally to pursue their ordinary occupations and make as little change as possible in their way of living. The Vice-Chancellors of Oxford, Cambridge, and London Universities have announced that the autumn session will begin at the appointed date, and there is a similar announcement from the Head Masters' Conference.

At Oxford and Cambridge nearly half of the undergraduates will be absent in the field, and in schools there will be many gaps in the staff, but, though the teaching may suffer, we need have no fears as to discipline. Ragging or rioting would be universally condemned as "bad form." The homely advice of Sir Baden-Powell to his Boy Scouts was excellent: "Don't go about wagging flags and shouting; any ass can do that. Find out what service you can do, and do it."

A harder lesson that it will behove teachers to impress on their pupils is not to confound individual Germans with the German Government. If men have been so idiotic as to cut out all German compositions from their concerts, boys may be excused for declining to pronounce those "beastly German gutturals"; but we trust an English boy will not need to be warned against the cowardice of bullying or chaffing a comrade with a German name or German accent. In resisting and denouncing the dominant aspect of German thought and politics, the aggressive militarism and unscrupulous *Faustrecht* of a Bismarck, we shall look on this as a passing phase, and remind our pupils that Germany in the past has stood for intellectual and religious freedom, that it was the first of modern nations to proclaim and practise *Lernfreiheit* and *Lehrfreiheit*, that it is the land of Luther and Lessing, of Kant and Hegel, of Froebel and Herbart, of Schiller and Goethe.

THE TEACHERS OF ENGLISH AT STRATFORD-ON-AVON.

By S. P. B. MAIS.

HOW I should have liked to make attendance at this Conference compulsory for all mathematical and classical masters at public schools! "The Importance of Being English" is writ large on the brow of every man you meet in the street these days. That is patriotism; it makes for greatness, unity, and strength in time of war; but the equally poignant strategic value in peace time of "The Importance of Knowing English" has not even yet dawned on the minds of the majority even of schoolmasters, to judge from schedules, time-tables, and common-room conversations.

We go plodding along with one hour a week at "English book," an agony of "As We Don't Like It," with voluminous notes, and another hour devoted to what is called "Essay," one of the longest and most profitless periods in the week, wherein we analyse and paraphrase and talk of weak and strong verbs,

and sometimes fill up two sheets of paper full of thoughts culled from "The Daily Mail Yearbook" on a subject about which we know and care nothing. What a change to hear of people who really believe that the teaching of English is important, and have ideas beyond those prevalent in our own boyhood about method and matter! And not only so, but all this to be heard in that town of all towns where we fain would live, Stratford the clean, Stratford the beautiful; for, apart from any literary associations, this vale of Warwickshire is as typical a bit of purely English country as man could wish—healthy, green, river-fed, with undulating hills and pleasant woods, a vision of loveliness to the jaded Londoner, where he may listen and argue in a room reeking of the spacious days of great Elizabeth in the morning and give himself up to æsthetic pleasure of another sort on the river in the afternoon.

How obvious it is, then, that we should have looked forward to this first Conference months ahead with all the tingling of a schoolboy about to return to favourite haunts at the end of term. There was one grave disadvantage, however, which needs ventilating: I must have been one only out of hundreds who had to give up (what we do not willingly forgo) the pleasures of camp. I wonder how many O.T.C. officers found themselves torn between two desires, two duties, and how they decided. That is the great argument against a repetition of this meeting during the first fortnight in August.

A slight disappointment greeted us at the beginning: Stratford, the ever sunny, for once belied its reputation on the 1st and 2nd of August, for the rain came down in sheets, and utterly depressed many strangers from far away, who saw nothing during Saturday and Sunday to cause them any joy in their surroundings except the unfailing courtesy of the residents, led by the Mayor and Mayoress.

Monday, the first day of the lectures, was infinitely blacker, owing to the sudden dread news of the "blasphemous tragedy" which loomed overwhelmingly awful on the near horizon. Sir Sidney Lee, in the inaugural address, commented very fitly on this, and tried to make us realize what was especially hard at the moment, that our Conference was not the less important because of the shadow that lay on as at the present time. He gave us a most apt motto as a guide for the session, culled from John Brinsley, the Elizabethan pedagogue: "The purity and elegance of our own language is to be esteemed chief part of the honour of our nation, which we all ought to advance as much as in us lieth." Mr. J. H. Fowler, of Clifton College, read the first paper on "The Study of Shakespeare in Schools," in the course of which he stated, as many other lecturers did later, that the cause of the lack of appreciation of Shakespeare and other geniuses of our native tongue among the general public was due to wrong methods of teaching. The master up to now had been too much disposed to stand between Shakespeare and the infant mind, like a dull commentary, instead of just smoothing away those difficulties that prevent great literature from making its own way to the hearts of the young. I was glad to hear him repeat the much needed advice that all plays must first be read, as Dr. Johnson said, in their entirety before any detailed study or criticism can be attempted. Miss McCroben read the second paper of the morning, and added her testimony to that of all the modern educationists, that nothing matters in comparison with the personality of the master; she advocated the enlarging of all school libraries to contain at least every species of sound Shakespearean criticism.

A discussion followed, led by Dr. Rouse, who amusingly denounced the Clarendon Press editions (why the Oxford Press alone? surely the Cambridge "Verity" are at least as offensive), overloaded with notes, introduction, and appendices. On Tuesday Sir Edward Cooke presided, and Prof. Clark, of Chicago, enchanted a vast audience with by far the most inspiring discourse of the fortnight. He has all the qualifications of the great speaker—sympathy, ecstasy, a fine voice, an enthusiasm for his subject only too rare in grown-up people. What a joy it must be to sit at his feet in Chicago! His subject was "The Music of Poetry." He began by comparing poetry and prose, and showed how identical they are in all

ways except one—poetry boasts a music which prose lacks. "The setting of poetic ideas to music makes poetry. Songs are not improvements, nor is musically accompanied recitation, and in this connexion I marvel at the effrontery of certain musicians who bring their own cribbed, cabined, and confined art to bear upon, and inevitably to confuse, the natural music of the poet." With what joy did I hear that smashing denunciation of all that I have secretly loathed while sitting prisoned in a drawing-room condemned to hear the most glorious poems in the language ruined by some dastardly pseudo-song-writer! A poet, he continued, could not put all his heart into words, and so he made use of music to arouse imagination and emotion. In all poetry there must be these fundamental constituents—first, melody, a melody that comes from the author's placement of his emphatic syllables, tunes that were an inevitable result of the sense, exquisite, illuminating. How often fine music was spoilt by ignorance and carelessness; in "Macbeth" the witches were not seldom portrayed as common scolds, and when they were we missed entirely the melodic climax in the most lyrical of the tragedies. Secondly, there must be "tone colour," or "instrumentation." He cited Arnold's "The moonlit solitude mild of the midmost ocean." To show the undefined and yet absolute effect of atmosphere here, it did not imitate peace—rather it brought peace with its very sound. Lastly, there must be rhythm, the soul and spirit of poetry. Omit rhythm and the poetry was gone, only the skeleton remained. To conclude a lecture of true eloquence, the Professor declaimed passages from Shakespeare, Browning, Kipling, Wordsworth, and Tennyson so brilliantly as to make them live in an entirely new sense in the minds of the audience, all of whom captured some of the glowing enthusiasm that characterized the whole speech.

He was followed by two of our ablest poets, Mr. Lascelles Abercrombie, on "Poetry, the Education of Consciousness," and Mr. John Drinkwater, on "The Value of Poetry in Education." The latter attributed all the failures of the present generation to rise from the slough of materialism, to the inability of the teachers in the past to teach children the fundamental principle of life, the meaning of beauty. An admirable lecture reminiscent of Ruskin and Morris, much needed, thoughtful, and eminently sane. As a means to repair some of the evil, he proposed that innumerable companies of Shakespeare players be formed to tour all the villages. He was convinced that the next generation would prove how efficacious such treatment would be towards the improvement of the moral standpoint of the nation.

The audience dispersed on Tuesday absolutely at one in its conviction that by poetry, and by poetry alone, a gigantic improvement could be and will be made in the education of the near future.

On Wednesday Mr. William Archer took the chair, and an interesting speech on "Co-ordinative Speech Training" was made by Miss Elsie Fogerty, which was followed by Prof. Jones on "The Use of Phonetics" and Miss Laura Smithson on "Voice Production and the Methods of Teaching Poetry." One particularly valuable suggestion of Miss Smithson was to make all children tell in their own words the story of any poem they were about to learn.

Dr. Rouse took the chair on Thursday, when Prof. J. M. Thomas, of Minnesota, read a paper on "Oral Composition," a subject for which we public-school masters, as a rule, have no time outside the debating society hours. The lecturer apparently knew how little attention we pay as yet to this important branch of English teaching, for he introduced his subject by a long defence of its value in the curriculum, the most interesting of his arguments being that oral composition held the advantage over written work because it kept before the pupil the illusion of reality. The essay was too often written for the waste-paper basket, the speech connoted an audience. The cultivation of order and coherence should be developed by the encouragement of notes; sensitive speakers should even be allowed to read from manuscript. The impromptu speech would come in time. To acquire a vocabulary the Professor advocated the learning by heart of

prose as well as poetry. Physical self-consciousness could be overcome by allowing the student to use the blackboard; elocution should assiduously be practised by reading aloud the works of great writers.

Mr. Cloudesley Brereton commented on the value of storytelling among children, and the importance of keeping written and oral composition close together.

On Friday Miss H. M. White presided, and Miss Amice Macdonell described her experiences with child actors, and pointed out how much the character of the young was moulded by the scenes and plays in which they took part in their early days.

Mr. F. R. Benson took the chair on Saturday for Mr. Rundle Milliken's delightful paper on "Shakespeare's Historical Plays in Schools," in which he tried to show how all Shakespeare was "historical" in the sense that he inspired the romance of history in the minds of schoolboys if treated seriously; æsthetically, of course, youth would fail to appreciate "Richard II" or "King John," but as an educational medium, whereby pupils should derive all that was best out of history, Shakespeare stood alone.

The American teachers present at the end of the first week drew up a formal document of appreciation of the immense benefits the Conference conferred on English teachers, and hoped that it might become an annual meeting.

The second week opened with a discussion on "The Interpretation of Drama," by Mr. Justin McCarthy and Miss Pagan. Lady Isabel Margesson read a paper on Tuesday on "The Drama of Childhood," in which she pleaded for the freedom of the young—freedom to make mistakes and so gain experience. She quoted Ebenezer Cooke's theory, that a child must be given the colour it likes, that it must be allowed to have round it what it loves, that it must be a savage, otherwise it will never healthily develop a keen eye and a fine taste.

On Wednesday Prof. W. F. Trench, of Dublin, presided, and Mr. Lascelles Abercrombie read a paper on "Word Values," followed by Miss C. L. Thomson, who gave a delightful discourse on "The Appreciation of Poetry," in which she echoed the opinions of other speakers of the week before in her opinion that it was the fault of the teacher that poetry was not appreciated at its true value in England to-day. She laid it down as an axiom that every real teacher of English must have something of the poet, something of the critic, and something of the musician in him; he must be an omnivorous and enthusiastic reader of all that is best, possess a good voice, and set the faculties of the pupil in motion, rather than appear to teach in the ordinary sense of the word. A keen debate followed her speech, in which the value of paraphrase and the advisability of reading Stevenson with young children were discussed.

It is hardly necessary to point the moral of so varied and interesting a series of papers as were read and debated during this fortnight; that great praise is due to those who sacrificed the greater part of a year, notably Miss Macardle, in order to ensure the success of the enterprise goes without saying. There seems to be no doubt in the minds of all who attended the Conference that an incalculable fillip has been given to the teaching of English by this first meeting, and that succeeding years will show how splendid a reform has been worked in our schools in this most essential and yet most neglected of all subjects in a true education.

Miss Laura Smithson, as a teacher of voice production, laid down some practical rules in a negative form: (1) Don't allow simultaneous recitation; (2) Don't choose for children lengthy passages; (3) or passages which are beyond their own range of experience and sentiment; (4) Don't make children memorize first, and teach them afterwards to put in the expression and sentiment.

THE Officers of the National Union of Teachers have decided to allocate to the Prince of Wales's National Relief Fund £1,000 as a first contribution.

JOTTINGS.

DR. ADDISON, who succeeds Mr. Trevelyan as Parliamentary Secretary to the Board of Education, is well known to teachers at the East End of London, where he and Mrs. Addison have taken an active interest in school children and their health and welfare. He is an authority on the Insurance Act, and has been constantly consulted by the Government both as to its interpretation and the contemplated amendments. In administering the Act for the feeding of school children the Board will need the services of an expert. We part with regret from Mr. Trevelyan, who, unlike some previous Secretaries, has thrown his whole heart into the work, and fought the battle of the teachers against the economist, though he has not had time or opportunity to develop any educational policy of his own.

THE Cambridge University Board of Military Studies announces that the following numbers of nominations and applications for commissions had been forwarded to the War Office up to August 15: Regular Army 245, Special Reserve 348, Territorial Forces 457; total, 1,050. The War Office of the same day issues a list of 115 candidates nominated by the Universities for commissions in the Regular Army. Of these 57 are from Cambridge, 44 from Oxford, 12 from Durham, and 2 from Edinburgh.

THE London Chamber of Commerce, with the approval of the Admiralty, has organized a service of news for the Fleet. No words are needed to commend this patriotic undertaking. Newspapers and periodicals should be sent to the L.C.C., Oxford Court, Cannon Street, E.C., and subscriptions are invited to cover the outlay, which will be considerable.

THE Scotch Education Department goes a step farther than the Circular of the English Board of Education, noticed in another column, and approves schemes which will include the feeding of children not yet in attendance at schools, and in exceptional cases of adults also, separate accounts being kept for each class of free-mealers. Some English prejudices will be shocked by the suggestion that it will be possible to secure churches as feeding centres.

THE N.U.T. came gallantly to the relief of a party of 132 Russian teachers who found themselves on August 8 stranded in London. They were escorted by Mr. James, the Assistant Secretary, to Newcastle, and berths were secured on a boat leaving for Bergen at midnight on Sunday. A further difficulty arose, as the shipping company refused to accept the Union's cheque without the guarantee of some person of position in Newcastle. This, however, was obtained, the party were embarked, and arrangements were made with the Captain, whereby they would receive £2 a head, the fare to Stockholm, in Norwegian money, at Bergen.

A TOURIST sends us the following gem from a Guide to the Lakes: "If Windermere is the Venus of the Lakes, Derwentwater is the Apollo Belvedere; but they have this in common, that both of them are unique."

REVIEWS AND MINOR NOTICES.

The Corner-stone of Education. An Essay on the Home Training of Children. By EDWARD LYTTLETON, D.D. (5s. net. G. P. Putnam.)

A more suitable second title would be "Sermons to Parents." That education in its highest sense is the training of character; that the training must be begun in the home, and that unless a sound foundation has been laid there no subsequent discipline or teaching can supply the defect, and that the one corner-stone is the Christian faith—such is the thesis elaborated in nine chapters, Dr. Lyttelton's response to a request that he should write on the special subject of the "moral" temptations of boyhood. The answer, to put it crudely, is that if from his birth the child has been trained in a home where religion has not only been taught but practised, temptations will not arise, or, rather, the boy will have been provided with a prophylactic enabling him to resist all tempta-

tion. Even if we accept the author's postulate that there can be no moral training that is not founded on religion, the question still arises at what age the religious sense is developed in the child and what are the first steps to be taken for evoking it. The motto is taken from Wordsworth's Ode, but Dr. Lyttelton's conception of the child is poles asunder from Wordsworth's. Wordsworth's child is an ideal of heavenly innocence; Dr. Lyttelton's child is a sinful creature, to be redeemed by grace from the consequences of the Fall. We need not discuss which view is nearer the truth, and need only observe that for the first three or four years God to the child is a wholly meaningless word, and his parents are and must be *in loco dei*. To appeal at an earlier age to a supernatural sanction seems to us a grave psychological error, and Dr. Lyttelton frankly acknowledges that "spiritual and moral training is practically never a following of nature."

Intellectual and æsthetic education are wholly excluded from the purview, but we doubt whether it is possible thus to separate sacred and profane, and to discuss religious training as a thing apart. Of a child even more than of a man it is true that *qui laborat orat*, and we should add the caution, *nec deus intersit*. Thus the old question of interest v. discipline is discussed, and the conclusion reached that both schools are wrong. The avoidance of difficulties ends by spoiling the child. The disciplinarians forget to plant the lasting and indispensable motive, and expect the conquest of self to be acquired without the knowledge of God. Will this help the mother who is debating whether she shall teach Tommy the multiplication table or purchase a set of Montessori toys?

Again, how is greediness, the besetting sin of childhood, to be combated? To give a child lollipops because he has been good is denounced as a lowering of duty to God to the level of coarse gratification of the senses. But in consistency the same principle should be applied to the tuck shop and rewards and punishments at school. Science, we are told, knows very little about the physical effects of food, and diet must be regulated by spiritual considerations. The parent's aim should be "to dominate the desire by the power of a mighty motive." Science, it is true, has not said its last word, but it has told us enough of the physical nature of the child to enable us so to regulate the diet as to remove the temptation to overeating, or the rejection of wholesome food. *Cessante causa cessat effectus*. Is not this the better way?

The subject is not pursued beyond the home, and the impression left, if not conveyed in so many words, is that the making or marring of a character is effected in the first ten years of home life. Against the influences of a non-religious or irreligious home the public school is powerless. "There are, of course, a few very exceptional cases on record in which lasting influence of the idealistic kind is ascribed to some strong personality like Thring, Arnold, or Temple among schoolmasters, but it is best not to reckon on any such uplifting power from this quarter." We summon in memory a cloud of witnesses to protest against this depreciation of the schoolmaster's office and abnegation of his responsibilities—worthies who would gladly own that the turning point in their lives has been the influence of a head master, still more often of a house master. The turning point in most lives comes in adolescence, not in childhood, and it is a sad conclusion to reach that a school built on "the corner-stone"—a school in which religious principles, as expounded by Dr. Lyttelton, are strictly maintained—is an impossibility, that it would not be tolerated by the British parent.

Hoole's Art of Teaching Schoole. Edited by E. T.

CAMPAGNAC. (7s. 6d. net. Constable.)

Hoole, as the editor in his introductory note observes, has hitherto been virtually inaccessible, and consequently often referred to and quoted, but rarely read. Yet, as one of the few practitioners who not only has theories of his own, but also sets down in detail his methods and experience, he is well worth studying, and we owe a debt of gratitude, first to Prof. Campagnac for his scholarly edition and next to the Com-

mittee of the University Press of Liverpool for undertaking the publication.

The text is reproduced from the edition of 1660 in the Bodleian Library. The Editor's work has been to compile what he modestly calls "A Bibliographical Note," a full and complete account of all the authors mentioned in the "Art" and their works. A pretty careful examination of it has revealed a few trifling omissions and errors. The "Art" itself and later editions (one we know of published by Trübner in 1888) are not recorded. Titles, as Ascham's "Scholemaster," should not be modernized or curtailed, as "The Feminine Monarchie" [or a Treatise concerning Bees.] "Poesos" for "Poeseos" and *εἰκὼν* for *εἰκὼν* are misprints.

We are tempted to cull at random one or two specimens, in order to show what entertainment the reader will find in Hoole's book. "Children more industriously willing to thrive may advantage themselves much by perusal of Gerard's 'Meditations,' Thomas de Kempis, Augustine's 'Soliloquies,' or his 'Meditations,' which they may buy both in English and Latine, and continually bear about in their pockets to read at spare times." Where, save possibly at the Perse School, are such youthful Samuels now to be found? The Hebraists of the Sixth Form may profit themselves by translating the "Janua Linguarum" into that tongue. If further advanced, they may make use of Dr. Walton's "Lexicon," "made of purpose to explicate the words of the Bible according to their several languages, viz. Hebrew, Chaldic, Samaritane, Syriack, Arabick, Persian, Ethiopick, Armenian, and Coptick, which is a kinde of Ægyptian Tongue." This caps Milton. Hoole must have had among his scholars some budding Mezzofantis.

The maintenance of Hoole's ideal school should be so liberal that both master and usher may think their places to be preferment sufficient, and not be enforced to look for further elsewhere, or to direct their spare hours' studies towards other callings. The master should have a constant salary of at least £100, while the six ushers are graduated by £10 from £80 to £30, a fairer proportionment of salaries than that which now obtains.

Lastly, we will give an amusing instance of the dominie. In a Latin version of Aesop's Fables Hoole found, "*Singularis agrestis super quadam sedens arbore dentes acuebat.*" He makes fun of the ignorant translator who mistook *μονός* for *μονός*, and the illustrator who prettily devised a Rhinocerate whetting his teeth against a tree, and proceeds to emend. He was unaware of the late Latin *singularis* preserved in the French *sangler*.

"The Making of the Nations."—*France*. By CECIL HEADLAM, M.A. (7s. 6d. net. Black.)

We welcome the second volume of this new series of histories, the object of which is to put into readable form the growth and development of different people. The series naturally challenges comparison with the long-established "Story of the Nations" volumes; it is, however, clearly conceived from a totally different point of view, and, that being so, there is, one imagines, a public for both. Mr. Headlam's volume is essentially a history as distinguished from a story, and within the limits of 400 pages he manages to give an extraordinarily accurate description of France. He arranges his vast material with the skill of the experienced craftsman; and, though the book is full of facts, it cannot be said that these in any way obscure tendencies and ideas. The volume must be judged as a textbook for students in the upper forms of public schools and at the University, and as such may be heartily recommended as an introduction to Michelet, Martin, Lavissee, and to the original documents.

Mr. Headlam, in spite of his limited space, has managed to give here and there some admirable "portraits" of the great men and women who dominated France at various periods. Specially notable is his picture of Charlemagne, of St. Louis, and of Louis XI; while his description of the terrible condition of the country during the reign of Louis XV prepares the reader in vivid and striking fashion for the horrors of the Revolution. This last-mentioned event is, however, treated somewhat summarily—the information, indeed, being so con-

centrated that the young reader would have some difficulty in grasping the principles and the consequences of that cataclysm, which has probably affected Europe and our own country more radically than any other fact in modern history. This is the only criticism we desire to make on an excellent history, which it is to be regretted concludes with the year 1871. We hope that Mr. Headlam will soon give us a sequel dealing with the last forty years, which are so full of interest to all who want to understand France of to-day, and on which so little has been written that is accessible to the young student.

The Future of Education. By F. CLEMENT C. EGERTON. (Bell.)

A man with a theory really ought not to say nasty things about theorizers. Mr. Egerton says they are often "like a dog with a bone: they run away with some side issue into a corner, and there they sit and snarl at everyone else." Now this is no bad description of Mr. Egerton, as he appears from his book, except that he howls and yelps rather than snarls. No doubt he has been singularly unfortunate in his experiences of school life. The head masters he knows are in the habit of entering classrooms, watch in hand, one second after the hour has gone, in order to see if any assistant has gone on too long. Drunken chiefs, assistants who go to sleep while the children go to bathe, classrooms which are the scenes of unending free fights, and teachers who talk nastily to the senior girls were apparently quite common in his parts. After seeing such things, what could Mr. Egerton do better than read all the books in the Board of Education Library denouncing contemporary education, take a strenuous course of Montessorism, mostly, if not all, at second hand, and thus armed at all points, rush into the fray? Education has now no problems for him. The question of the choice of studies, for instance, is extremely simple: you merely note what a boy likes and let him do it. Useless, says Mr. Egerton, to compel a child to learn geometry, if he would prefer to learn German. How glad we are that we were not brought up by Mr. Egerton, for we value highly the little scrap of geometry which a benighted schoolmaster made us learn, much against our will. The question of co-education is settled in a single page. Human nature is an extremely simple thing: "the child is naturally good and not naturally bad." What a pity that Mr. Egerton in writing his book so completely forgot the doctrine he laid down near the beginning of it: "A more complex question than that of education it would be impossible to imagine."

An English Primary School. By A. K. PRITCHARD and F. ASHFORD. (1s. 6d. Harrap.)

This is a delightful and breezy account of how two friends set about the work of educating the small children in a village school in the North of England. Mr. Holmes has made us all acquainted with his adorable Egeria, who proved to the world that the Code was not such a bed of Procrustes as its enemies alleged. In the pages of this slender volume two wise, humane, and devoted ladies, possessed of a keen sense of humour, show once again that, in an ordinary village school under ordinary conditions, little children may be given a true education, and may be taught to use their hands, to express themselves in simple English, and to enjoy the beauties of the English countryside as few country-born children, alas! ever do enjoy it. They tried to carry out the Froebelian principle of learning by doing, and we find the small pupils hammering in nails, planting seeds, keeping shop, and thereby learning in delightful, interesting fashion the practical things of life. "Where is your time-table?" asked our first Inspector. "We have none," we replied calmly, and proceeded to explain that we had a general plan of work which was governed by the interests and activities of the children, and subject to seasonal changes. We thought children from five to seven years of age were better without time-tables. If we were favoured with a sunny day (this was not frequent, for we were in the cold grey North) we took the children out to enjoy the sunshine, to watch the field work, to learn the names and habits of birds and wayside plants. . . . If it was cold . . . we had a sudden access of energy with regard to Morris dancing and Old English games. We did a carpenter's job. . . . We sat round the fire and told the old fairy tales from Grimm and Hans Andersen or some of the Norse legends." We need not despair of education in this country when the Code may be so liberally interpreted. Such a little book as this is one of the most hopeful signs of the day, and should be in the hands of all infant teachers throughout the country. The authors are to be congratulated on the admirable work they are doing and on the interesting record they have given to the public.

Educational Aims and Civic Needs. By J. H. BAKER. (3s. 6d. net. Longmans.)

A series of addresses given by the President of the University of

Colorado are here gathered into book form, and the spirit animating them makes them well worthy of preservation. The first of the series gives the title to the volume, but they all deal with the same general subject—education and its relation to the State. A wide philosophic view is taken, as Dr. Baker thinks that the history of education can only be fully studied in connexion with the history of civilization, and he traces the purpose and dominant character of the education given in various eras: "The Hebrew training was religious; the Athenians aimed at harmonious development in accord with the spirit of their philosophy and life; the Spartan and Roman instruction was practical; the English University education has been adapted to the aristocratic organization of society; the American college emphasizes general power and intelligent citizenship as preparation for life in a democracy." Elsewhere he attributes the cause of the grandeur of Greece to "appreciation," and indeed that faculty is one of the needs of the age, though he does not enumerate it as one of the demands of the time that must be consciously made the aim of education; these are "efficiency, the business ideal, real culture, and responsible character." A comprehensive view of real culture is taken, and the passages defining it are among the most eloquent. The whole series of lectures is admirable in tone, and the speaker realized that criticism of America was "frank and timely, and confirms some of our own judgments." However, an academic atmosphere pervades the book, and it does not sufficiently realize democratic needs, which are too often regarded as needs of the intellect alone; but there is a material basis to the intellect and imagination which must be taken into account before the Universities have completed their work. Real culture must be built on firm foundations, and these lectures ignore the foundations.

School and Life: a Brief Record of the Life and Work of Mary Elizabeth Findlay. By Various Writers. (2s. 6d. net. Philip.)

This memoir will be of interest not only to those who knew Miss Findlay personally, but also to the many Froebelian who watched with interest her original work. It consists of a biographical sketch, three papers written by Miss Findlay, and an account of Mayland Mill School, over which she had been placed in charge by Mr. Joseph Fels at the colony in Essex which he founded. The testimonies of students to her work and character give a picture of a personality eminently sincere and sympathetic, who endeavoured to further educational reforms and who possessed a wide knowledge and experience of educational theories and methods in America as well as in England. She belonged to the class of Miss Beale and Miss Buss, and takes a worthy place in the history of education in England.

Essays on Social and Political Questions. By J. H. WHITEHOUSE. (3s. net. Cambridge University Press.)

Mr. Whitehouse has gathered together various articles contributed to the *Nineteenth Century* and the *Contemporary Review*. They deal with Bulgaria and Serbia, Britain and Germany, Ruskin, social experiments, and kindred subjects. The best is an appreciation of Canon Barnett and his work at Toynbee Hall, and all are of general interest, though one or two savour of mere journalism.

The Progress of Eugenics. By C. W. SALEEBY. (5s. net. Cassell.)

Eugenics is a science that will grow in importance as the years progress, and it behoves those who have the care of young minds and characters to know something of the subject which deals with the material basis on which those minds and characters are built, as well as with the factors that influence them. Dr. Saleeby states clearly the aims and hopes of eugenics and also warns us against extravagant expectations. The author's definition of eugenics includes nurture or environment, as well as nature or heredity, and in dealing with the principles of the subject he includes such aspects as the rights of mothers. "Its expectant motherhood should and must be the first charge upon the resources of any nation," he says, without agreeing with State endowment of motherhood, as that proposes to "serve motherhood by discharging fatherhood from its duties." The care of infancy, adolescence, the housing problem, and education are all dealt with from a eugenic point of view. There are chapters on positive eugenics and the encouragement of worthy parenthood, and on negative eugenics and the discouragement of unworthy parenthood; but the author is careful to distinguish between the right to live and the right to be parents, as well as between marriage and parenthood. The growth of the science is sketched throughout, and in conclusion a chapter entitled "The Eastward Window" contains prophecies of what our race may become when guided by eugenics, for "the child is the growing point of the future. It is the present incarnation, more than a symbol, of the future," and eugenics concerns itself mainly with the production and development of children.

American Citizenship. By CHARLES A. BEARD and MARY KELLER BEARD. (4s. 6d. net. Macmillan.)

Among the many books issued on the government of the United States, this is one of the most lively and interesting. It is so nearly up to date that it contains a summary of the new Banking Law of December 1913. It is well supplied with questions on the text, research questions, and illustrations of the social activities of the different branches of government in the United States. So strong, however, are the Socialistic sympathies of the authors with a wide extension of State powers that some of their roseate statements must be taken with much caution. While this book, of course, has little practical value for English teachers, the reading of it will be of much value to the ordinary citizen in his study of the burning questions of the day in England. Many of the most sincere opponents of Home Rule as a long step to separation are led astray because they do not understand the difference between a unitary and a federated State. They have failed to realize that in the United States, Canada, and Australia it is a truism that citizens of federated States can be just as loyal and devoted to the national Government as those in a unitary State. The United States has shown this for nearly a century and a half.

The Government of Man. By G. S. BRETT. (3s. 6d. net. Bell.)

The author states that this book has been written to give an introductory account of the conditions under which ideals have been formed and of the forces which have produced the most prominent theories. He has certainly done this, but not in a manner that will induce many to proceed beyond his introduction, for the sparkle of life is missing from his pages. Philosophical remarks mingle with dull platitudes, and throughout the long journey from the ancient world through the middle ages to early modern times little is done that has not already been accomplished. The effects of the growth of trade and merchant ideals on the chivalry of Europe is traced well—in fact, the conditions of medieval times are treated the best. The chronological tables and the bibliography are the most useful parts of the work, and they can be of great value to the student.

The Fire of Love and the Mending of Life. By RICHARD ROLLE. (3s. 6d. net. Methuen.)

Those interested in the history and phenomena of mysticism in England will welcome this edition of the writings of one of the great English mystics of the fourteenth century. Richard Rolle, the hermit of Hampole, wrote in Latin; Richard Misyn translated his "Incendium Amoris" and "De Emendatione Vitae" in the fifteenth century; Miss Frances Comper has edited this translation, and issues it in modern English, with an introduction by Miss Evelyn Underhill. In a long explanatory preface Miss Comper very ably deals with the life and characteristics of the mystic, and explains the purpose of her modernization, in which she retains the simplicity and charm of the original while revealing the sturdiness of the Yorkshireman's common sense. "And yet," she agrees with Miss Underhill, "he joins hands across the century with the poet of love and poverty who preached to the birds."

Les Poètes Français du XIXe Siècle, 1800-1885. Par AUGUSTE AUZAS. (3s. 6d. Oxford University Press.)

M. Auzas, French Lecturer in the Goldsmiths' College, has composed this volume as an introduction to French prosody and literary criticism. He writes with full knowledge and appreciation of his native poetry, and the bibliographies attached to each author, with a general one on nineteenth-century poetry, furnish a valuable guide for advanced students. We know not what is the French standard attained at the Goldsmiths' College, but it must be far higher than that of any English public school with which we are acquainted if his pupils are capable of answering half of the test questions proposed. We quote at random: "La querelle des classiques et des romantiques ne rappelle-t-elle pas par certains côtés celle des anciens et des modernes au XVIIe siècle? Les comparer l'une à l'autre, en indiquant en quoi elles se ressemblent et en quoi elles diffèrent." A treatise on the elements of versification occupies the first fifty pages. The rules are clearly given with examples, but it would have been better to begin with the normal and comparatively simple classical alexandrine, and rules for the fluctuating cæsure in verses of eight syllables or less might well have been omitted. On the other hand, the scansion of quasi-diphthongs like *rien, dieu, viens* is inadequately treated. The poets chosen are ranged under three groups—Attardés et Précurseurs, Les Romantiques, and Les Parnassiens. The first group is simply chronological and does not bear out the general editor's statement that the classification is strictly according to *leurs tendances*. What is the common tendency of Delille, Chénier, Béranger, and Delavigne? Victor Hugo, de Musset, Gautier, and Leconte de Lisle are well represented. We could have spared

(Continued on page 632.)

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(Continued on page 634.)

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Irish History for Young Readers. By H. KINGSMILL MOORE.
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Old Time Stories and Old World Customs. By A. GERTRUDE CATON. (1s. 9d. Macmillan.)

A medley of legends, myths, history, and customs are arranged heterogeneously in this volume, and we deprecate the general effect. There is no sense of proportion, and it would have been far better to issue Part I, dealing with the Ancient Peoples of the World, separately. That section is well done, and gives a picture not often acceptable to young children. The Story of Britain also is of interest, and the chapter on the People at Work in Anglo-Saxon Days is realistic. But Part III, on the Middle Ages—and Beyond, is a jumble of incongruous elements. A section dealing with Captain Oates is followed by one on the Gunpowder Plot, while a discourse on Bells comes after an account of the Great Plague. Such collections of information, arranged in such a method, offend a sense of order, and it is difficult to see what aim was intended.

Heroes of Welsh History. By D. W. OATES. (9d. Harrap.)

It is well that young people should become acquainted with the history of such close neighbours as the Welsh, and, though this little book is primarily intended for the school children of Wales, it is equally good for those of England, and will widen their conception of English history. It is a fact little alluded to, for instance, that Llywelyn the Great figured prominently in the gaining of Magna Carta. The stories deal with great epochs in Welsh history by means of the biographies of the heroes of the time, and it is an excellent point that the author has chosen not only warriors, but has included bards and priests. Some chapters lack the dramatic interest necessary to arouse children's imaginations, but the three most important figures—St. David, Llywelyn the Last, and Owain Glyndwr—are excellently treated.

Stories from Dutch History. By ARTHUR H. DAWSON.
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This handsome and well illustrated volume would be better entitled "A History of the Netherlands," and, whether stories or a history, we do not see why it should end with the landing of William III at Torbay. Religious wars, assassinations, and the Inquisition loom large and make somewhat gruesome reading. The author acknowledges his indebtedness to Motley, and he could not have consulted a better authority, but he would have done well to make use of the byways of history—Erasmus's "Letters," Goethe's "Egmont," Taylor's "Philip van Artevelde," and even "The Cloister and the Hearth."

The French Revolution. By H. PACKWOOD ADAMS, M.A.
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A palate educated to the appreciation of Carlyle is a little fastidious in its demands upon writers who take for their theme the French Revolution. The present volume does not pretend to be more than an elementary outline of the subject, and as such it will, we think, fulfil its purpose. It purports to be based mainly upon Acton, Sorel, Aulard, Kropotkin, Belloc, and the writers of "The Cambridge Modern History." One would gather from an enumeration of these sources that such a person as Thomas Carlyle had never approached the subject of the French Revolution. Judged by the standard of reality, such a work was bound to fail of anything more than that partial success which alone is possible in the case of histories written upon conventional lines. In these pages men such as Mirabeau, Danton, Robespierre, and Lafayette are merely events; they are not men. Now, above all other happenings in the world, the French Revolution called for the pen of a Carlyle. It is a history of uncommon events brought about by uncommon men. It needed an uncommon man for chronicler; and in Thomas Carlyle it found such a man; in his hands that history became an actuality. We see and hear men and things. The horror of it all is not the mere comfortable horror of the easy

(Continued on page 636.)

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chair. Even Mr. Adams, though he never mentions Carlyle's name, seems to have felt that something was wanting, if his little volume were to convey an adequate idea of his subject-matter, for he is constrained ever and anon to depart from the formality of a bald narrative and to add touches, such as "A pistol shot rang out and Robespierre's jaw was shattered." Such touches only serve to emphasize the vastness of the gulf which separates Thomas Carlyle from the ruck of ordinary historians.

Macaulay's History of England. Illustrated Edition. Vol. II. Edited by Prof. C. H. FIRTH. (10s. 6d. net. Macmillan.)

The second volume is even of more varied interest than the first, and the portraits have more individuality. The full-page plates in colour, of which there are eight, are most successful reproductions—the famous Van Dyke of Charles I and his children, two of Monmouth and James II by Lely, two by Kneller, James II and the Duke of Shrewsbury, William III by Cornelius Jansen, Mary of Modena by Wissing, Sunderland by Maratti, and John Dryden by Maubert. With the boy William III, a fine specimen of Jansen's work, should be compared the mezzotint after Schlenk. The child is unmistakably father of the man. A pendant to Mary of Modena, the haughty Italian, is the bold-faced hussy Catharine Sedley, and there is a striking portrait of Monmouth after death attributed to Kneller. The bench of Bishops is fully represented. The glorious seven are twice given together in an engraving, and most of them separately. Lloyd of St. Asaph has a beautiful face. Often the portraits fail to reveal the character as we know it. There is nothing in Judge Jeffreys' to suggest his epithet, except, perhaps, a slightly cynical smile. Bossuet has a mild, self-satisfied air, and there is nothing attractive about Pascal. The facsimiles of letters, proclamations, broadsides, maps and plans are as abundant and as well chosen as in the first volume. No history teacher should be satisfied till the book is ordered for the school library.

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COLONIAL AND FOREIGN NOTES.

GERMANY.

It was scarce courteous—the way they at once bade us clear out in twenty-four hours and stayed the trains by which we had hoped to depart. Some women teachers educating themselves by travel got a lesson that they will long remember. But the atmosphere of war is never gracious and national safety is a supreme consideration. Of the issue of the strife it is not for us to prophesy. We report, however, an opinion pronounced in Germany. At the moment when the news came that Germany had declared war against Russia, we asked a German of knowledge and some insight, what he thought of the prospects. "We are very hopeful," he replied; "*the continuation schools have been doing their work.*" Revile Germany as you will, she has always understood that man-making is a subject with which true Statesmanship must concern itself. But on such a theme it is not now a proper moment for us to dwell. As events are moving fast, we add that this paragraph was written on August 3. Much has changed since then. Let no one think we are not true to country and to a righteous cause.

We turn from war to describe one of the organisms that make for peace. Nations should know one another and so learn to know themselves. It was this thought that suggested the exchange of professors between the United States and Germany—an exchange which has begotten an institution of a permanent sort. From the seminary exercises on higher education in Germany and America, conducted at the University of Berlin by Dr. Benjamin Ide Wheeler, President of the University of California, in 1909-10, has sprung the Wheeler Society. Its seat is at Berlin and its purpose is to study German and foreign, but particularly American, higher education. Hitherto the Exchange Professors have been the chief speakers at the meetings. These are held seven times a year and the proceedings at them are reported in a *Jahresbericht*. Owing to the liberality of some well known German-Americans, and especially of the late Adolphus Busch, the Society is enabled to publish a series of mono-

graphs, of which the first will be the dissertation of Roosevelt-Professor Dr. W. H. Sloane on "The Political Education of the Young American," and the second a treatise by Oberlehrer Dr. P. Ziertmann, "Of Pedagogy as a Science and of Professorships of Pedagogy." The *Leitmotive* of all the studies, says *Hochschul-Nachrichten* (xxiv, 9) is "how through a knowledge of foreign scholastic systems to understand the German system better and—to improve it."

The Deutsche Lehrer-Zeitung (xxvii, 53) relates a story received from Switzerland. At one of the Universities a student of the Germanic languages—a Germanist, as we say—produced for his doctor's examination a successful dissertation on "German Literature in the judgment of England"—*Die deutsche Literatur im Urteile Englands*. Before the final printing of the tract the candidate submitted, in the prescribed way, the proof of the title-page to the Dean of the Faculty of Philosophy, who handed it on to the Professors. The Professor of German Literature deemed the *e* in the dative *Urteile* wrong and crossed it out. Afterwards the Professor of English received the proof, and he, to indicate that he held the form *Urteile* to be the correct one, set dots under the condemned *e*. The printer, of course, put *Urteile*, with which on the title-page the obligatory two hundred copies were deposited at the Office of the University. The Professor of German now refused his approval of the dissertation and required the candidate to have it reprinted. It seems that the case has been referred to the Faculty of Philosophy for decision, with civil war as a possible result.

Activity in the world of education is manifested by the establishment of new journals. The *Zentralblatt für Psychologie und psychologische Pädagogik* is to be published in Würzburg and edited by a *Privatdozent* of the Würzburg University. Its aim will be to give in short form the results of all new investigations in its field. The *Zeitschrift für Individualpsychologie* will contain studies in psychotherapy, psychology, and pedagogy. The publisher is Reinhardt, of München.

FRANCE.

The Report of M. Charles Dupuy on Higher Education brings
(Continued on page 640.)

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together some interesting figures in reference to women students at the Universities. Let us look backward some fifteen years. In 1900 the number of French *étudiantes* was 624; in 1905 it was 1,148; and in 1914 it is 2,547, or more than four times as many as in 1900. Figures are barren unless you fertilize them with reflection; the increase indicates a changed attitude of the French woman in regard to life. Examining, in particular, the years 1912, 1913, and 1914, we find that the number of French *étudiantes* rose from 2,114 to 2,315, and then to 2,547. Whilst the French women at the Universities were multiplied thus, the lists showed fewer foreign; not because France had lost her attractiveness, but because improved provision for the higher education of women was being made elsewhere. To what subjects are French women applying themselves? In the present year 88 of them are studying law; 613, medicine; 508, science; 1,288, letters; and 50, pharmacy. It is only in the last-mentioned Faculty that the number has fallen.

In Paris, and not solely in Paris, the thirst for modern languages grows. The July number of *Langues Modernes* publishes some interesting statistics of the number of students in the provincial Faculties of Letters for the period 1912-1914.

	1911-12	1912-13	1913-14
Philosophie	320	296	322
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UNITED STATES.

Head masters, in choosing their assistants, seldom inquire into an important matter—whether the candidate can speak distinctly and impressively. Yet in modern education skill in oral discourse is of as much account as strength to wield the ferrule was of old. The new pedagogy is persuasive, and your teacher should be in some degree an orator. In the United States they are beginning to realize this. We have before us the new Circular (or, as the English say, Calendar) of the Johns Hopkins University. In the Undergraduate Course of English Composition, which is the same for embryo teachers as

for future publicists, are embraced "The Forms of Public Address," about which instruction is offered in alternate years. Practice in exposition and argument is imposed, and the undergraduates have their attention directed to the history of American oratory and to the critical study of great American debates. We quote what the Circular tells us of further Undergraduate Courses in "Public Speaking." "1. *Reading and Platform Speaking*.—In this course attention is paid to correct habits of breathing and to enunciation and expression. The work of the second half-year includes the study and practice of speeches adapted to various special occasions. The course is prescribed during the second year. 2. *Public Speaking*.—The principles of argumentation; practice in argumentative writing and in debates; parliamentary procedure. This course is prescribed during the third year."

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(Continued on page 642.)

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The Superintendent-General relating to the year ended September 30, 1912, indicates a substantial increase in the number of schools under the Education Department—from 4,157 to 4,334—many of the new schools being in country places previously unprovided for. The enrolment has risen from 201,802 to 216,803, whilst the average daily attendance has also increased, the improvement being from 175,511 to 187,389. As regards attainment, there is a pleasing growth in the number of white children continuing their education beyond the compulsory limit—namely, Standard IV; the growth in the upper Standards in native and coloured schools is less satisfactory, whilst three-fifths of the pupils in these schools are to be found below Standard I. The "Special Subjects of Instruction," Music, Needlework, Woodwork, Drawing, Domestic Science, Nature Study, and Drilling, are more generally pursued, and are coming to be regarded as essential parts of the school curriculum. As to teachers, their qualifications show a slight improvement. Fair progress has been made with the provision of school buildings, and the new scheme for supplying portable structures seems likely to be successful.

Application and Effect of Compulsion.

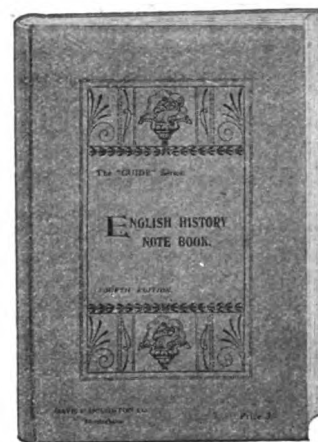
The most important sections of the Report deal with the application of the School Board Act (1905), which requires the attendance of the children in a circle of three miles radius round a public school. The compulsory clauses are now in operation in 114 out of 118 School Board areas. There has been an increase of 15,282 in the enrolment during the last three years: that is, of nearly 20 per cent. But, whilst compulsion has been effective, the increase has been due in part to natural growth and in part to the improved financial condition of the province. The three-mile limit leaves a large region outside of the operation of the law. Accordingly the

(Continued on page 644.)

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These School and Teachers' Advertisements are continued from page 602.

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PARISIAN Lady Graduate of Paris University (Baccalauréat ès Lettres), Writer and Lecturer, seeks post as VISITING TEACHER or LECTURER. Several years' experience in England. Highest reference.—Mademoiselle V., 17A Sutherland Place, Bayswater.

PARISIAN Protestant (colonel's daughter), diplôme supérieur, first-rate teacher, good disciplinarian, experienced in Public School teaching, disengaged. Successful for Examinations. Conversation, Composition, Grammar, Advanced Literature.—PARISIENNE, St. John's Hostel, Westbourne Park.

POST required as FRENCH and GERMAN TEACHER or INTERPRETER in London or neighbourhood by French Lady, speaking perfect English, who has also lived many years in Germany. Address—No. 9,870.*

PIANO, Harmony, Theory.—MISTRESS desires post in September to teach above subjects in School or Private. Resident or non-resident. Good testimonials. Five years' study in Germany. Address—No. 9,871.*

ART MISTRESS requires Visiting Appointment near London two mornings. Art Master's and Ablett Certificates. London Secondary School experience, good testimonials. Pupils successfully prepared for Ablett, Oxford, and Matriculation Examinations. Address—No. 9,873.*

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Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.
[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

HILLSIDE SCHOOL, CLIFTON, BRISTOL.—Required, two STUDENTS, working Higher Local, Matric., L.R.A.M. Small premiums. Also good MUSIC MISTRESS. L.R.A.M., A.T.C.L. Churchwomen and communicants.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT,

Telegraphic Address:
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TO ASSISTANT MISTRESSES.

Immediate and January (1915) Vacancies.

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools for the Autumn Term or for the term commencing in January next are invited to apply at once to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

A List of Boys' or of Girls' Schools for Sale sent gratis to Intending Purchasers. SCHOOLS TRANSFERRED AND PARTNERSHIPS ARRANGED.

STUDENT-TEACHER (Resident)
wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

NORTHERN POLYTECHNIC INSTITUTE, HOLLOWAY, LONDON, N.

The Governors of the above Institute invite applications for the following posts—

- (1) ASSISTANT, in Secondary Day School. Principally to teach Art and Elementary English. Commencing Salary, £150 p.a.
- (2) ASSISTANT in Engineering Department. Preferably with Workshop, Drawing Office, and, if possible, Teaching experience. Commencing salary £150 p.a.

Appointments to date from the 1st September, 1914. Applications to be made on special forms to be obtained from the SECRETARY at the Institute.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen Examination Papers. Perfect work. — MAUD GLENISTER, 3 Friern Park, North Finchley, N.

ADDRESS WANTED.

Will the lady who sent advertisement ending "C.C., Journal of Education Office," kindly send her address to the Publisher, "The Journal of Education," 3 Broadway, London, E.C.

COUNTY HIGH SCHOOL FOR GIRLS, ILFORD.—Required, in September, a well qualified MISTRESS. Special subject: Singing—subsidiary French (Direct Method), English, Scripture. Good secondary experience or training essential. Commencing salary £100 to £130, according to qualifications and experience.

Applications, which must be returned not later than September 7th, 1914, are to be made on forms to be obtained, on receipt of stamped addressed foolscap envelope, from the CLERK to the GOVERNORS.

LIVERPOOL TRAINING COLLEGE OF DOMESTIC SCIENCE, COLQUITT STREET, LIVERPOOL.—Wanted in September, for the above School, a SCIENCE MISTRESS. One with previous experience preferred. Applications to be sent in before September 1st. Particulars may be obtained from the PRINCIPAL.

TRAINING for Advanced Associated Board, and board-residence, offered young girl able to assist in Preparatory School. Elementary Latin and Algebra. Art and English subjects. Salary after passing Advanced if capable. —RUDYARD, St. Austell, Cornwall.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL.

invites applications for the position of WOMAN LIBRARIAN of its Education Library. The salary will be £120 a year, rising by annual increments of £10 to a maximum of £200, and the person appointed will be required to give her whole time to the duties of the office. Preference will be given to candidates who have had teaching experience. It is desirable that candidates should have some knowledge of English and Foreign Literature, and be able to speak and write both French and German. It is also desirable that they should have some acquaintance with reports on educational subjects published at home and abroad. The successful applicant will be required to undertake the organisation of the routine work of the Library, and to give assistance to teachers and others who make use of it.

Applications should be made on a form to be obtained from the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned not later than Monday, 28th September, 1914, accompanied by copies of three testimonials of recent date. All communications must be marked "Librarian," and a stamped addressed foolscap envelope must be enclosed.

Canvassing, either directly or indirectly, will disqualify an applicant.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
7th July, 1914.

COUNTY OF LONDON.

GUIDE DEMONSTRATOR AT HORNIMAN MUSEUM.

THE LONDON COUNTY COUNCIL.

invites applications for the position of part time GUIDE DEMONSTRATOR at the Horniman Museum, Forest Hill, to give lectures to teachers and to explain the exhibits to visitors. The Museum is divided into Ethnological and Zoological departments, and it is desirable that candidates should be qualified in both these subjects and should have had experience in teaching or lecturing. Attendance will be required on three half-days a week to be determined by the Council: the salary will be £50 a year. Applications must be on forms to be obtained by sending a stamped addressed foolscap envelope to the Clerk of the Council, County Hall, Spring Gardens, S.W., to whom they must be returned by 11 a.m. on Wednesday, 30th September, 1914. Every communication must be marked "Guide Demonstrator" on the envelope. Canvassing, either directly or indirectly, will disqualify an applicant.

LAURENCE GOMME,

Clerk to the London County Council.

County Hall,
Spring Gardens, S.W.

WANTED.—A YOUNG LADY

in small Boarding School. German in exchange for English. Apply—Fräulein CAROLUS, Augustenstrasse 6, Rostock, Mecklenburg, Germany.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL.

invites applications for the undermentioned positions of ASSISTANT MISTRESSES, vacant in January, 1915, on the staff of the County Secondary School, Fulham:—

Salary £120 to £170, according to previous experience, rising to £220 by yearly increments of £10.

- (a) ASSISTANT MISTRESS to teach English or History and Scripture.
- (b) ASSISTANT MISTRESS to teach English, with French, including phonetics, as a subsidiary subject.

Both Mistresses must have passed the Final Examination for a Degree held by a recognized University, and in the case of the second post must have taken Honours in such an Examination. Musical qualifications will be an additional recommendation for the first position. Both Mistresses will be required to take charge of a Form, and should have had good Secondary School experience.

Applications must be on forms to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Saturday, 10th October, 1914. Every communication must be marked "H 4" on the envelope.

Canvassing, either directly or indirectly, will disqualify for appointment. No relative of a member of the Advisory Sub-Committee of the School is eligible.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices, Victoria Embankment, W.C.

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ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

REQUIRED, for the September term, to augment a Senior Class, a Girl desirous of working for Senior Cambridge or Matriculation. Must be a gentlewoman and a good worker. Tuition free; small boarding fee. Address—No. 9,845.*

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MISTRESS wanted, Boys' Preparatory School, to teach Ablett's Drawing, Junior Music, and, if possible, Geography. Preference given to one holding Higher Froebel Certificate. Experience and good discipline essential. Salary £45 to £50 resident. Apply—Mrs. MARSHALL, Ovingdean Hall, near Brighton.

SOHOLASTIC. SEPTEMBER VACANCIES.

WANTED, FORM MASTERS (Senior and Junior) for important secondary and other schools. Candidates should state all details and enclose copies of testimonials. Early notice of vacancies assured. Address—GRIFFITHS, POWELL, SMITH, & FAWCETT, 34 Bedford Street, Strand.

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DURHAM COUNTY COUNCIL. HIGHER EDUCATION.

DURHAM GIRLS' COUNTY SCHOOL.
Head Mistress: Miss NORA NICKALLS (Somerville College, Oxford, Hons.).

FORM MISTRESS required. Specially qualified in Mathematics. Completed applications must be received by first post on Monday, 22nd September, 1914. Salary according to County Scale, particulars of which, together with Application Form, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing, directly or indirectly, will disqualify.
J. A. L. ROBSON,
County Secretary for Higher Education.
Shire Hall, Durham,
4th August, 1914.

TYPEWRITING.—Literary, Scientific, and all kinds of work executed carefully. Authors' MSS. 9d. per 1,000 words. Translations. Good Testimonials.—Mrs. FOWLER SMITH, 18 Village Road, Church End, Finchley, N.

COUNTY OF NORTHUMBERLAND.

The Education Committee desires to appoint a qualified TEACHER for combined Domestic subjects and Needlework to give instruction at two Secondary Schools. Commencing salary £100 per annum. Forms of application, to be returned by August 31st, may be obtained by sending stamped addressed envelope to the undersigned.

C. WILLIAMS,
Secretary to the Education Committee,
The Moothall, Newcastle-on-Tyne.

AUSTRALIA.

THE TEACHERS' GUILD OF NEW SOUTH WALES. TEACHERS' CENTRAL REGISTRY.

Applications are invited from Graduates and others willing to apply for posts as ASSISTANT MASTERS and ASSISTANT MISTRESSES (Junior and Senior) in Australia and New Zealand.

Apply by letter, with copies of testimonials, to—

Miss GARRAN,
30 Upper Montagu Street,
London, W.

Miss GARRAN leaves again for Australia in the middle of September.

BURSAR, lady, required in September in Boarding School for Girls near London. Must be thoroughly competent accountant with good experience. Apply, giving full particulars, address—No. 9,860.*

YOUNG French lady (Protestant) required in September in good School near London, "au pair." Board, residence, and English lessons in return for some lessons in French. Address—No. 9,872.*

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Wanted, to begin work as soon as possible, a FORM MISTRESS for the Middle School, to teach Botany to Matriculation standard, Nature Study in Junior Forms and elementary Mathematics. Salary £90, £100, and £110 in three successive years with board and residence, holidays included if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, with copies of testimonials, names of personal referees, and full particulars as to age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

BRUNTSSCHOOL, MANSFIELD.—ASSISTANT to teach Geography wanted in above Co-education Secondary School, commence September 16th. Apply with copies testimonials, age, experience, to HEAD MASTER. Salary, £105 to £130, annually, non-resident.

REQUIRED for September 16th, ASSISTANT MISTRESS (resident) for good Private High School. Thorough English and French essential. Drawing (Ablett's) and Needlework desirable. Slight supervision duties. Churchwoman preferred. Teaching experience indispensable. Salary £50. Address—No. 9,866.*

EDGBASTON HIGH SCHOOL FOR GIRLS, LTD., 34 HAGLEY ROAD, BIRMINGHAM.—Wanted, in September, a highly qualified MISTRESS to teach German throughout the School. Must have had experience in preparing for the Cambridge Higher Local and Higher Certificate. Salary £120-£140 non-resident. Apply to the HEAD MISTRESS.

BARNESLEY HIGH SCHOOL.—Wanted, in September, non-resident HOUSE-KEEPER, experienced. Diplomas in Domestic subjects preferred. Temporary post which may become permanent. Apply at once to the HEAD MISTRESS.

ST. GEORGE'S SCHOOL FOR GIRLS (Incorporated), EDINBURGH.—Wanted, at end of September, ASSISTANT MISTRESS to teach Science (Physics, Chemistry, Botany) and some Arithmetic and Mathematics. Degree, training, experience desired. Salary £120 to £140 according to qualifications. Apply at once, with full particulars of qualifications and copies of testimonials, to the HEAD MISTRESS, 5 Melville Street, Edinburgh.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

BOROUGH POLYTECHNIC INSTITUTE, LONDON, S.E.

TRADE SCHOOL FOR GIRLS.

The Governors require in September the services of a VISITING MISTRESS for five half-days a week to teach English subjects. Salary £90 per annum.

Full particulars and application form may be had on sending stamped addressed envelope to the LADY SUPERINTENDENT.

ASSISTANT MISTRESS required for a few weeks to teach English and History. Apply—HEAD MISTRESS, Skinners' Company's School, Stamford Hill, London, N.

JUNIOR HOUSE MISTRESS for September. No teaching duties. Apply immediately, giving full details, age and qualifications, and sending copies of testimonials.—Miss RHYS, The Belvedere School (G.P.D.S.T.), Prince's Park, Liverpool.

WESLEYAN HIGH SCHOOL, GRAHAMSTOWN, SOUTH AFRICA.—HEAD MISTRESS required to commence duties the middle of January, 1915. Salary £250 to £300 with board and residence. Passage paid on three years' engagement. For all particulars apply—HEAD MISTRESS, Queenswood, Clapham Park, London, S.W.

REQUIRED for Nonconformist Girls' School, fully qualified KINDERGARTEN MISTRESS. Salary £80, resident, board, lodging, laundry, passage. Also for Church High School, fully qualified KINDERGARTEN MISTRESS, salary £60, passage outward and return paid, resident. For Girls' Diocesan High School, ASSISTANT MISTRESS to teach History, Mathematics or Geography. Salary £100 resident, passage. MATHEMATICS MISTRESS is also required for Church High School in Swaziland. Salary £80 resident, passage. Apply—EDUCATION SECRETARY, 23 Army and Navy Mansions, Victoria Street, S.W.

EDINBURGH MERCHANT COMPANY SCHOOLS.—GEORGE WATSON'S LADIES' COLLEGE, EDINBURGH.—Wanted, in January 1915, a SENIOR FRENCH MISTRESS and HEAD OF DEPARTMENT (British Nationality). Age preferred 30 to 35. Honours Degree (or equivalent), residence abroad, training, good experience. Apply for special form to the HEAD MISTRESS, who will deal with applications early in October. Good salary to suitable candidate.

QUEEN MARGARET SETTLEMENT, GLASGOW. Required immediately a Montessori-trained or Froebelian teacher to take charge of NURSERY SCHOOL. For particulars of work, residence, and salary, apply to the HONORARY SECRETARY, Queen Margaret College Settlement Association, at 15 Athole Gardens, Glasgow.

WANTED, in September or January, lady (degree preferred) as partner in excellent Girls' School near London. Terms favourable. Also Matriculation candidate at 14 fees. For full particulars, address—No. 9,859.*

REQUIRED, in September, non-resident KINDERGARTEN MISTRESS, mornings only. Good Nature Study and Handwork. Some Drawing and Drilling desirable. Good disciplinary essential. Apply—Miss TURNER, B.A., Southover, The Drive, Coulsdon, Surrey.

WANTED, for September, French lady "au pair."—HEAD MISTRESS, High School for Girls, Peterborough.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Brounway, Ludgate Hill, E.C.4." Each must contain a 1000 stamp to cover postage on to Advertiser. Post Cards will NOT be sent on.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for the coming term should apply *without delay* to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a large number of AUTUMN TERM VACANCIES, for which Messrs TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

First Form Mistress for mixed Secondary School in Yorkshire, to teach general form subjects and French. Degree essential. Non-res. £105.—A 43791.

Senior Mistress for large Private Day and Boarding School in Midlands, to teach English subjects and Arithmetic, with French or German. Degree or equivalent and experience. Res. £50 or more.—A 43746.

English Mistress for Mixed Secondary School in Wales, to teach French and English. Degree and experience or training. Non-res. £110.—A 43434.

First Form Mistress for high-class Private School near London, to teach First Form subjects, with Modern Geography throughout the Junior School and some French. Res. about £40.—A 41940.

English Mistress for Church of England High School in Home Counties, to teach English and Latin. Degree or equivalent, Churchwoman essential. Res. £70.—A 41943.

Senior Mistress for high-class Boarding and Day School in Devonshire, to teach general school subjects, with elementary Latin and Nature Study. Churchwoman. Res. £40.—A 41481.

Senior Mistress for high-class Private School in Home Counties, to teach Mathematics and French to Senior Oxford or Matriculation standard. Degree, with training or experience. Res. £50 to £55.—A 43183.

Assistant Mistress for Private High School in London, to teach History, Latin, and Mathematics, to Matriculation standard. Degree or equivalent. Res. £45 to £50.—A 43002.

English Mistress for high-class Private School in West of England, to teach English subjects and Arithmetic. Good qualifications and experience in Boarding School essential. Churchwoman. Res. £45.—A 43813.

Form Mistress for high-class Private School in London, to teach good Mathematics with general form subjects. Churchwoman. Res. £40 to £50.—A 43846.

CLASSICAL MISTRESSES.

Classical Mistress for important London High School, to teach Classics and History. Good qualifications and experience. Non-res. £120 to £130 or more.—A 43633.

Latin Mistress for Dual Secondary School in South-West of England. Arts Degree essential. Non-res. £100.—A 43664.

MODERN LANGUAGE MISTRESSES.

Senior Mistress in co-educational School in South-West of England, to teach good French, with English and Drawing. Degree and some experience essential. Res. £60 to £80.—A 43218.

Senior Mistress for Public Secondary School in Lancashire, to teach good French. Good degree and experience essential. Non-res. £160 increasing.—A 43184.

MODERN LANGUAGE MISTRESSES—continued.

German Mistress for first-class Public School in Midlands, to teach German throughout the School for Higher Certificate, &c. First or second class Honour Degree and residence abroad essential. Non-res. £120 to £140.—A 43854.

MATHEMATICAL AND SCIENCE MISTRESSES.

Science Mistress for Public Secondary School in Wales, to teach Botany and general elementary Science, with Welsh and Needlework. Non-res. £100 to £140.—A 43810.

Mathematical Mistress for Public Secondary School on South Coast, to teach Mathematics, with Geography on modern lines throughout the School. Degree and experience. Res. £70 to £75.—A 42017.

Science Mistress for important Public School in Canada. Good qualifications and experience essential. Res. £100 to £120 and passage.—A 43837.

Science Mistress for high-class Private School in Home Counties, to teach Botany and Nature Study. Res. post with good salary.—A 43432.

Science Mistress for Convent School in South of England. Degree essential. Roman Catholic preferred. Res. £75 to £90.—A 43693.

Science Mistress for County Secondary School in South-West of England, to teach Botany, with general elementary Science and Geography. Good qualifications essential. Non-res. £100 to £110.—A 43415.

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Kindergarten Mistress for Boys' Public School in Egypt, to teach the youngest boys. Froebel Certificate and good experience and Churchwoman essential. Res. £70 or more and passage.—A 43786.

Kindergarten Mistresses for Private High School in Cornwall, able to train students and teach up to Third Form standard. Higher Froebel Certificate, experience and Churchwoman essential. Res. £40.—A 42555.

Second Form Mistress for large Public Secondary School in the Home Counties, to teach elementary English subjects and good Needlework. Higher N.F.U. experience and Churchwoman essential. Res. £65.—A 42806.

MUSIC MISTRESSES.

Music Mistress for high-class Boarding and Day School in London, to teach Pianoforte and Class Singing. Good qualifications and experience in teaching essential. Res. £60.—B 42550.

Music Mistress for high-class Boarding School in Yorkshire, to teach Pianoforte, Theory, and Class Singing. Diploma and good experience essential. Res. £40.—B 41410.

Music Mistress for high-class Private School in West of England, to teach good Pianoforte, Class Singing, and Harmony, help with small orchestra and share in supervision. German a recommendation. Res. £50.—B 42619.

Pianoforte Mistress for high-class Boarding and Day School in the West of England. Diploma, experience and Churchwoman essential. Res. £50 to £60.—B 43832.

Music Mistress for Boarding and Day School on Devonshire Coast. Diploma and experience essential. German, Drilling, or Drawing a recommendation. Res. £35 to £40.—B 43869.

GYMNASTICS AND GAMES MISTRESS.

Gymnastics Mistress for Gymnastics Training College in West of England. Candidates should have a knowledge of the Board of Education syllabus, and be able to train students. Dartford training preferred; experience essential. Res. post, good salary.—B 43571.

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Cookery Mistress for High School in South Africa. First-class Diploma in Cookery and high-class Cookery essential. Experience. Salary £150 with furnished rooms and attendance. Passage paid.—B 43793.

Domestic Science Mistress for large Public School in West of England, to teach Cookery, Needlework, and Housewifery. Non-res. £80 to £100.—B 43747.

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French Mistress for Public School Boarding House. Protestant essential. Res. £30.—F 43661.

Foreign Mistress for high-class Private School near London. French, French-Swiss, or Alsatian lady to teach French, German, and Needlework. Res. £35.—F 43809.

German or French Kindergarten Mistress for Public High School in Australia. Res. £70 to £80, and passage.—F 43798.

German Mistress for important Public School in the Midlands, to teach German throughout the School to Higher Certificate standard. English High School experience essential. Non-res. £120 to £140.—F 43854.

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Messrs. TRUMAN & KNIGHTLEY always have on their books a large number of Vacancies for **Student-Teachers** on mutual terms or at moderate premiums.

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Ladies desiring further information of any of the above and of other suitable Vacancies should write fully to Messrs. TRUMAN & KNIGHTLEY, stating their age, qualifications, &c., and enclosing copies of their testimonials. NO CHARGE OF ANY KIND is made to applicants unless an engagement be secured through this Agency, when the terms are reasonable. Prospectus, terms, &c., will be forwarded on application.

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OLD-FASHIONED ACADEMIES FOR YOUNG LADIES AND GENTLEMEN.

By ALICE PATERSON.

IN these days, when all printed matter, though it be no more deserving of the name of literature than a play-bill or a calling-card, if it but belong to another age than our own, is looked upon as grist to the mill of the student of life and manners, a special interest attaches to old-fashioned children's books. While all such books are valuable aids in reconstructing the social life of the period to which they belong, one section of them is particularly illuminating in the study of educational history—those in which school life is itself depicted. Two stories of boarding-school life are now before us—"The Governess; or, the Little Female Academy," written in 1749 by Sarah Fielding, author of "David Simple" and sister of the novelist, and "The Academy; or, a Picture of Youth," published anonymously in 1808. Both books are, it is true, first and foremost moral tales, and for that reason cannot be taken quite literally. Their purpose is primarily to instruct while entertaining, not to give a realistic picture of school life. Yet, in spite of artificialities in both books, it is easy by means of them to trace in its broad outlines a picture of the small boarding school—for boys and for girls—as it existed throughout the eighteenth century and well on into the nineteenth.

The Little Female Academy is situated "in the northern parts of England." Mrs. Teachum, its head mistress, is the widow of a clergyman "with whom she had lived nine years in all the harmony and concord which form the only satisfactory happiness in the married state." Deprived of both her children within a year of her husband's death, "by a violent fever that then raged in the country," and left penniless "by the unforeseen breaking of a banker, in whose hands almost all her fortune was just then placed," she decides to undertake "what she was so well qualified for, namely, the education of children." Having no desire to make a large fortune she limits the number of her pupils to nine, and so highly is her personal care for each valued by their parents, that "it was looked upon as a great favour when she would take any girl." A lifelike portrait is drawn for us of this excellent Georgian schoolmistress. "Mrs. Teachum was about forty years old, tall and genteel in her person, though somewhat inclined to fat. She had a lively and commanding eye, insomuch that she naturally created an awe in all her little scholars, except when she condescended to smile and talk familiarly to them, and then she had something perfectly kind and tender in her manner." She is a schoolmistress of the comfortable, motherly type—a kinswoman of kindly Mrs. Goddard, in Jane Austen's "Emma," who in winter used to dress her pupils' chilblains "with her own hands," rather than of Thackeray's Miss Pinkerton, of the Roman nose and turban.

The names of the nine little scholars suggest their characters with an aptness worthy of Bunyan—Miss Jenny Peace, Miss Sukey Jennett, Miss Dolly Friendly, Miss Lucy Sly, Miss Patty Lockit, Miss Nanny Spruce, Miss Betty Ford, Miss Henny Fret, and Miss Polly Suckling. Most of them are not yet twelve years old; the eldest, Miss Jenny Peace, is fourteen and leaves school at that age. As in Mrs. Goddard's school, there is no pretence of combining "liberal acquirements with elegant morality upon new principles and new systems." On the other hand our little Academy would never, we feel sure, have been honoured, as was Miss Pinkerton's establishment, "by the presence of the Great Lexicographer or the patronage of the admirable Mrs. Chapone." For, true to eighteenth-century traditions, the curriculum is a modest one, embracing only instruction in "Reading, Writing, and Working, and in all proper forms of behaviour."

It is not difficult to reconstruct the school day of the happy nine. It is begun early with "public prayers" read by Mrs. Teachum and a walk in "the pleasant garden surrounding the house," while breakfast is being prepared.

Morning and afternoon are given up to lessons, but in the cool of the evening the children assemble again in the garden or in the arbour. On Saturdays all the young ladies are engaged in writing letters to their parents in the period between morning school and dinner. On Sundays "our little society rose very early, and were all dressed with neatness and elegance to go to church. Mrs. Teachum put Miss Polly Suckling (the youngest) before her, and the rest followed, two and two, with perfect regularity." On half-holidays a walk is proposed—it may be to the dairy-house to eat curds and cream. Mrs. Teachum accompanies the children, who run in the fields and gather flowers, and beguile the way with talking and singing. After a meal of "cream, strawberries, brown bread and sugar" they visit the garden and orchard till it is time to return home.

Such a simple out-of-door life made for health in the little pupils, and, if Miss Jenny Peace be not an exception, for beauty as well. The portrait of Miss Jenny is given in detail. "She was turned of fourteen and could be called neither tall nor short of her age, but her whole person was the most agreeable that can be imagined. She had an exceedingly fine complexion, with as much colour in her cheeks as is the natural effect of perfect health. Her hair was light brown, and curled in so regular and easy a manner as never to want any assistance from art. . . . She had fine teeth, and a mouth answering to the most correct rules of beauty, and when she spoke (though you were at too great a distance to hear what she said) there appeared so much sweetness, mildness, and good nature that you found yourself filled more with pleasure than admiration in beholding her."

But discord will enter even into a paradise of children, and there follows close upon this picture of love and amity "an account of a fray begun and carried on for the sake of an apple, in which are shown the sad effects of rage and anger." It is the famous Battle in the Churchyard of "Tom Jones," brought down to the nursery level, and it happens thus: One summer's evening, when the young ladies are diverting themselves in the garden, their governess brings out a basket of apples intending to share them equally among them. She is suddenly called away, and is obliged to leave the fruit with Miss Jenny Peace, with strict injunctions to divide it equally. Unfortunately one apple is somewhat larger than the rest, and each of the young ladies makes up her mind that she must have it. "Each gave her reasons why she had the best title to it: the youngest pleaded her youth, and the eldest her age, one insisted on her goodness, another from her meekness claimed a title to preference: and one in confidence of her strength, said positively, she would have it." Miss Jenny, unable to pacify them, finally throws the apple over the hedge into another garden.

Thereupon ensues chaos, and in reading what follows one feels that good Dr. Watts, inditing his "Let dogs delight" for the prim eighteenth-century child, knew better what he was about than would at first sight appear. Alas! for "all proper forms of behaviour"! "They fell to pulling of capes, tearing of hair, and dragging the cloathes off one another's backs though they did not so much strike as endeavour to scratch and pinch their enemies." One young lady hits out with such force that she fells "her enemy to the ground." By the time Mrs. Teachum reappears the fray is over, but "each of the misses held in her right hand, fast clenched, some marks of victory, for they beat and were beaten by turns. One of them held a little lock of hair, tore from the head of her enemy, another grasped a piece of a cap, which, in aiming at her rival's hair, had deceived her hand, and was all the spoil she could gain: a third clenched a piece of an apron; a fourth, of a frock. In short, everyone unfortunately held in her hand a proof of having been engaged in the battle, and the ground was spread with rags and tatters, torn from the backs of the little inveterate combatants." Miss Jenny Peace, who alone has not shared in the strife, is called upon to explain. The culprits excuse themselves sobbing, but to no purpose. "Mrs. Teachum's method of punishing," discreetly remarks our author, "I

never could find out. But this is certain, the most severe punishment she had ever inflicted on any misses since she had kept a school was now laid on these wicked girls who had been thus fighting and pulling one another to pieces, for a sorry apple." She finishes by bidding the girls embrace one another and promise to be good friends in future. Complete reconciliation is effected by Miss Jenny Peace, who, in keeping with her character as heroine of a moral tale, produces a basket of apples which she has bought out of her own pocket-money, and distributes its contents amongst her companions. She also, in order to encourage the growing spirit of amity, volunteers to tell the story of her own life, and thus to show how she came by her peace-loving disposition, and suggests that each of the little girls do the same on each succeeding day for nine days. The autobiographies of the nine children, written down and edited by Miss Jenny, make up most of the rest of the volume, and so great does the rage for story-telling become that every spare minute is spent sitting in the arbour listening to a tale. Miss Jenny Peace herself reads the tale of "the cruel giant Barbarico, the good giant Benefico, and the little pretty dwarf Mignon." But this arouses Mrs. Teachum's alarms. Like many of her contemporaries, she is suspicious of the fairy-tale. "By no means let the notion of giants and magic dwell upon your minds," she admonishes. Fairy-tales must be indulged in by the young only in the strictest moderation, though if the moral be made sufficiently prominent some few may be allowed.

It is a sad day for the Little Female Academy when Miss Jenny Peace is called upon to leave it. The reader feels that the school itself must come to an end without its model girl. But not so: Mrs. Teachum, we are assured, continued ever to exercise "the same watchful care over any young persons who were entrusted to her management; and by the daily improvement of all her girls, it plainly appeared, how early young people might attain great knowledge, if their minds were free from foolish anxieties about trifles, and always employed upon their own improvement."

On reading "The Academy; or, a Picture of Youth," and comparing it with Miss Fielding's "Governess," written some sixty years earlier, one is tempted to conclude, what experience of present-day schools seems to confirm, that the small boarding-school is amongst the most conservative of educational institutions. At all events, if our two little volumes are to be trusted, the early eighteenth-century boarding-school seems to differ but little in spirit and methods from that of the early nineteenth century.

The author of "The Academy" is, unlike Miss Fielding, a teacher by profession. He has "for several years been employed in the education of youth," has taught in a small town and is now established in a large city. He has been at one time a teacher in a hospital and has also been much employed in private tuition. "He has taught all ranks, from the peer's son to the children of the lower orders." We may expect, therefore, to find in his book the product of this wide and varied experience, and, in the opinions and methods of Mr. Macadam, the worthy Rector of the Academy, a reflection of the author's own.

The school is situated "in the vicinity of a pleasant village, a few miles from Edinburgh." Its Head, we are told, "was a man of talents as well as of worth, and while his learning was without pedantry, his manners possessed that engaging affability which is the result of good sense and benevolence."

One questions at first, however, whether, in spite of the engaging affability of his manners, he can have been popular with his boys. He does not, for example, believe in pocket-money, because if money be given at stated periods, the boy "will soon receive it without a sense of gratitude or of obligation." He does not, however, object to the tip, or—as he puts it—money "given only occasionally and without account being rendered." "Corporeal punishment" is included in his discipline, but he aims at raising his pupils "to that dignity of character" to which self-approbation shall be sufficient motive to right conduct. It is an important rule:

with him "never to put it into the power of a boy to be guilty of falsehood," though if a fault be committed by "a boy of noble mind" he will question him about it in private. If the offender cannot be discovered all the boys are deprived of their play.

Having made the acquaintance of the head master of the "Academy," we are now introduced to some of his pupils and incidentally to their parents. The boys belong to various grades in the social scale. Edward Townly is the son of a lord and heir to his title—Joseph Scourhill, the son of a sporting squire—Timothy Tradewell, "of a person who has gained a large fortune by his industry"—John Standfast, of a retired Naval Lieutenant—James Feeblearm, having lost his father at an early age, has been brought up by his mother with the aid of a tutor, Mr. Bendlow. The letters written by the parents of the boys to the head master, introducing their sons and relating the escapades which have necessitated the taking of so drastic a step as sending to school, together with the replies of the Rector, are highly entertaining. Some of them, especially those of the sporting Squire and the Naval Lieutenant, are little short of masterpieces. Lady Townly writes of her son, that "he is a dear youth," and though he perhaps "may not be without his little faults . . . they all arise from the playfulness of his disposition." Her modest hope for his future is "that he should be equally respectable and happy," and we feel that the doubt implied is not altogether imaginary, when we read that he has on one occasion avenged himself on the Honourable Miss Sensitive, who had suggested a good whipping as a fit punishment for some unmannerly trick, by syringing her with wine, thus "making a red flowing stream from the top to the bottom of her gown."

Honest Mr. Tradewell's letter has the true commercial ring: "Please receive per the bearer, my son Timothy, whom I consign to your care. On receipt of this my letter I beg you will turn him to the best account, for I can make nothing of him . . . for the life of me I cannot get him to look me in the face. He has been dismissed from his last school for stealing some tarts, and has since been beaten every day, but to no purpose." The schoolmaster's reply may be quoted: "Our propensities to virtue or vice depend greatly upon the management of our guardians, or upon circumstances which it is their business to watch and control. Youth must be restrained from error by punishment, but they must be led to duty by winning affection."

A wealthy uncle from whom he has expectations, has insisted on sending James Feeblearm to school, because, though "learned in chemistry, botany, natural history, and I know not what all," as his mother fondly writes, he has made his tutor cut a ridiculous figure at a dinner-party by sticking a goose's feather into his crop-wig. The mother's request that her boy shall never be punished, the Rector refuses: "I plead not for severity," he writes, "I observe only that youth must be governed by authority." And so it is with each of the boys—boarding-school is relied upon in every case to provide an antidote to some tendency to mischief or to correct some inherent weakness of character, and in the case of each the Rector proves himself equal to the task.

The boys are not long at school before they show what stuff they are made of. Feeblearm on the morning after his arrival, calls for a servant to help him to put on his shoes and stockings; Townly, having thrown his books into confusion, desires that they shall be put in order for him. Help is refused in both cases, and the Rector improves the occasion, according to his custom, in a manner which we believe to be quite unique. He is in the habit, we are informed, of writing on the schoolroom blackboard almost every morning sentences conveying some moral truth. These he explains to the boys, illustrating sometimes with a story, and asks that they shall repeat them to him in the course of the evening. If the little homilies can be brought to bear on current events, so much the better—when they are called forth by some striking instance of moral obliquity, the names of the individuals concerned are also affixed. Thus, after the

above-mentioned incidents on the first day of term, the blackboard exhibits the following legend:—"We are united to society by our wants, affections and passions; but we should never be dependent on our inferiors by our indolence and weakness. . . . Keep servants at a distance from youth. Bind up the arm for a long period of time, and it loses its power of motion: allow servants to satisfy every wish of a child and its mind loses the power of expansion."

Sunday brings with it more revelations of character. Whilst Mr. Macadam is conducting his little flock to church they start a hare from the furze by the roadside. Scourhill, his sporting propensities at once aroused, leaps on a wall, waves his hat, and hallos loudly, till the Rector recalls him to propriety by gently pulling him down.

In church, Townly objects to Tradewell sitting above him. Standfast, becoming aware of a farm-servant asleep in the pew immediately behind him, whose snoring is neither "low nor melodious," applies a large pinch of snuff dexterously to his nose, with the result that the rustic, dreaming that he is urging a team of horses up the hillside, shouts aloud "Jeho, bravely done!" thus obliging the clergyman, "who was unaccustomed to such kind of applause," to pause in his discourse.

Next morning, we are not surprised to hear, the names of Joseph Scourhill and John Standfast appeared on the blackboard with a severe moral admonition after the name of each.

But the reformation of the boys cannot be left to anything so precarious as the hit or miss of a maxim. Events must teach: they do so with remarkable facility. Townly has had an encounter with "a little rustic," to whom he spoke in an offensive tone, trying to strike him and beating his dog. We are not, therefore, unduly surprised to learn that a few days later, when the boys are bathing in a stream, it is Townly of all others who gets into difficulties. His companions are sensible of his danger, but cannot help him. Though apparently totally submerged, the unhappy Townly "was distinctly seen, sitting with his eyes open, unable to make the least movement to relieve himself." What, then, more natural than that the little injured rustic should pass along at that moment, and with considerable danger to himself, rescue the drowning boy? Next day when he appears at the school to ask after Townly's health, the latter "took him kindly by the hand, and with many obliging expressions, called him his deliverer." The Rector, "penetrated with sensibility" at the scene, announces to the boys that he will relate in the arbour that evening after tea, as an appropriate commentary on recent events, "a noble instance of the forgiveness of injuries in an American Indian."

The moral regeneration of the other young gentlemen is as satisfactorily accomplished and in a manner as suitable. Standfast and Scourhill when out walking come across a poor woman spinning at her cottage door and teaching her grandchild to read the while. They wish to give the child some fruit, but seeing a hen pecking close by, they cannot refrain from throwing a stone at her, with direful results. "The hen received a mortal wound, she fluttered a few yards, and then fell down and expired." Unable to bear the lamentations of the poor woman, for it was her only hen, Standfast and Scourhill return home. Standfast gets together a few shillings and, accompanied by Thomas the servant, goes to market and buys two hens which he presents to the old woman as compensation for her loss. He also writes to his father begging for a copy of the "Pilgrim's Progress" to give her as an additional present. The Lieutenant gladly complies with his son's request, and sends besides "Don Quixote" and Locke "On the Human Understanding." The latter, he remarks, "is out of the way of my reading, but I heard the parson say it was a very fine book. I hope they will suit the old lady." One is relieved to note that the Rector, recognizing the "Human Understanding" as hardly appropriate reading for an old peasant woman, advises Standfast to put the book by till he is of an age to read it himself. Next morning the blackboard exhibits such sentences as the following:—"Humanity is subject to error

but to persevere in error is the proof of depravity. The most virtuous youth may act wrong, but he is more anxious to correct his faults, than either to justify them or to conceal them."

Tradewell is cured of his tendencies to greed and dishonesty in the following way:—Having gone one night with a friend, "one Easifoot," to steal pears from the garden of a gentleman, Mr. Worthy, he is disturbed at his nefarious task, and in his efforts to escape leaves his coat-tails behind him. As a punishment the Rector sentences him to wear the mutilated coat before the whole school. But Tradewell, having gone to Mr. Worthy to apologize, is not only forgiven instantaneously by that gentleman, but invited to sit down and drink tea with him.

And so it happens in the case of each of the pupils of this well regulated establishment; each quite accidentally meets with precisely that course of events which shall best serve to discipline his character. And, if these, together with the sudden cures effected, be of the nature of fairy-tale, at least the good master's methods of conducting his school are transcripts from real life.

When the vacation comes, the Rector, after taking farewell of his pupils, and addressing them in the "pathetic but mild language of kindness," dismisses them to their homes. But, some may be so ungracious as to inquire, Are children ever really influenced by such methods as those employed by the Rector of the Academy? Are such cures permanent? What of the future? To whom we are content to make answer in the words found one morning written on the black-board: "Futurity belongs not to man; it is his part to act as duty requires, and dismissing idle fears, to leave futurity to Providence."

CHILDREN IN SHAKESPEARE.

THERE are no close studies of child life in the plays of Shakespeare. The children are slightly sketched and introduced rather as accessories to other characters than as perfect little entities on their own accounts. Swinburne regrets that Hermione should have forgotten Mamillius "as perfectly and unpardonably as Shakespeare himself at the close of 'King Lear' would seem to have forgotten one who had never forgotten Cordelia," and quotes Beaumont in explanation of Shakespeare's attitude:

Alas, my lord, my life is not a thing
Worthy your noble thoughts! 'Tis not a life,
'Tis but a piece of childhood thrown away.

This would seem to be true of Shakespeare's attitude generally, so far as we can judge from the children—and they are not many—who appear in the plays. They are incidents, extenuating circumstances, pretexts, victims, mere playthings in the world of circumstance. They have no conception of the issues at stake; their childish prattle breaks forth incongruously in scenes burdened with momentous happenings. They do not give the quiet sympathy that animals do, but must needs be prating and taking sides in a world of their own, aloof and remote, or else imitating their elders and judging ill-timed and precocious judgments. Sometimes they charm by contrast, frequently by a subtle and delicate irony that their words suggest, nearly always by a deeper sentiment and emotion that their presence imparts to more important characters in the play. But there are degrees and infinite variation in Shakespeare's appreciation of them as a dramatic resource, and it is some of the more obvious of these that I propose to consider, not for the sake of disproving what appears to be a reasonable thesis, but in order to illustrate and possibly to modify it so that it may be interpreted as a recognition, not perhaps of Shakespeare's profound understanding of child mind, but at least of his powers as a dramatic artist.

In the early plays children seem to be regarded merely as

a dramatic device, a device of comedy or mild amusement. These plays are often reminiscent of the older popular drama and include many examples of what are known as "stock characters," e.g. the braggart, the hedge priest, the fool, and the pedant or schoolmaster, who to be complete must have either a pupil or a curate. Latin lessons, French lessons—lessons, in fact, of any kind—are often found to be effective on the stage; the appeal they make is general, and the irony such as even the simplest minded audience cannot miss nor fail to enjoy. Dr. Johnson was cynical on the subject, but he did not deny the fact. A scene of teaching or a political harangue can nearly always be depended upon to offer scope for comic "business" and dramatic development. A good example of this device occurs in a play which, although dating probably as late as 1599-1600, bears evidence that Shakespeare was compelled by some necessity for immediate production to utilize old material and resort to the dramatic manner of an earlier period. It is the scene in "The Merry Wives of Windsor" where Sir Hugh Evans, at the desire of Mistress Page, asks little William "some questions in his accidence." William is neither better nor worse than most children, and Sir Hugh is distinctly interesting within his limits. He does other things in the play besides catechizing a small boy in order to convince a typical parent of the desirability of an extra day's holiday. William is not too shining a light in scholastic erudition, and we are duly grateful to Shakespeare on that account. What child that is not the most unbearable little prig and uncanny little monster of precocity ever does shine under such circumstances? We remember Gargantua under a similar ordeal, "qui se print à plorer comme une vache, et se cachoit le visage de son bonnet," and by comparison William appears a miracle of self-possession, in every way the normal desirable offspring of his uninformed and credulous parental stock. Peace be with him, and many pebbles, and many holidays in which to enjoy them!

Our next Shakespearean child is very different. "King John" (1595-6) is a play based upon older and very unwieldy material. But Shakespeare created Arthur. He deliberately made the conventional and rather sententious young prince of "The Troublesome Raigne" a child. In company with all critics we should, of course, very much like to know why; but beyond generalizations about the way Shakespeare transformed his dramatic material in the working and "alchemized mere dross," such questions must of necessity go unanswered. The kindest criticism, however, bids us, when we read the play, remember the entry in the Stratford Parish Register that records the burial in the parish churchyard, on August 11, 1596, of Hamnet Shakespeare, aged eleven and a half years. Arthur is Fortune's plaything, the tool of conflicting interests, his mother's pawn in the great game of opposing political factions; but he is a sympathetic study, and the Lady Constance is a great tragedy queen whose tragic circumstance is enhanced by yet another trapping of woe, the fate of her little son. She is on all occasions passionate, but we forget her thwarted ambition to remember her passionate lament for her lost child:

Grief fills the room up of my absent child,
Lies in his bed, walks up and down with me,
Puts on his pretty looks, repeats his words,
Remembers me of all his gracious parts,
Stuffs out his vacant garments with his form;
Then have I reason to be fond of grief. . . .
O Lord! my boy, my Arthur, my fair son!
My life, my joy, my food, my all the world!
My widow-comfort and my sorrow's cure!

The scene in a castle between Arthur and Hubert is one of our childhood's favourites. It has all the interest of the little princes in the Tower, and more, even including the finding of the bones at the foot of the staircase two centuries later. Hubert is so fierce and the executioners are so terrifying. The opening speech of Hubert, from "Heat me these irons hot" to "Young lad, come forth; I have to say with you," used to give us delicious thrills of horror. We specially loved the first sentence. There are no half measures. "Heat

me these irons!" would have been enough, but "Heat me these irons hot!" is just what is wanted to make a really promising beginning. Then Arthur pleads so pathetically, and is so genuinely frightened. Hubert snuffles his ill-disguised emotion and behaves exactly like a hardened grown-up relenting and showing signs of grace. Happily he does not give way without a manly struggle, and our most delicious thrills were all revived again when his stamp is promptly followed by "Re-enter executioners with a cord, irons, &c." Arthur shrieks terrified, and even "Exeunt executioners" did not do much to relieve the tension, for Hubert is still grim and unconvinced, and there is always the angry King to be hoodwinked or somehow reckoned with. Meanwhile Arthur pleads again, and as the irons cool visibly our fears are gradually allayed, until the scene ends with his breathless cry, "O heavens! I thank you, Hubert!" and Hubert rises to the heroic in his reply:

Silence, no more; go closely in with me;
Much danger do I undergo for thee.

It is a pity little Arthur had to be killed for political purposes. His leap from the walls never properly justified itself to our childish imagination. Shakespeare does it, of course, as nicely as possible, and no doubt Arthur was old enough to realize some of the reasons for his persecution. He knows what it is to be Geoffrey's son; his mother has told him things, and he can speak of "the iron age." But how much better it would have been if he could have escaped to France, aided by the faithful Hubert! It is some consolation, though, to know that he tried, and had found means to disguise himself in "shipboy's semblance." His last words, too, are quite satisfactory; they remind us that uncle John is the really villainous uncle of "Babes in the Wood" and other properly constructed stories:

O me! my uncle's spirit is in these stones;
Heaven take my soul and England keep my bones!

A very painful scene is the scene in Macduff's castle between Lady Macduff and her son, which concludes with the entrance of the messenger and the murderers commissioned by Macbeth. It is a scene that jars, and is to our modern susceptibility unnecessarily painful. The direct consequences of the ambition of Macbeth are by no means so painful. Ambition, like all forms of energy, is a purifier, and there is conceivably a sort of spiritual exhilaration in "driving your cart and your plow over the bones of the dead" that can never be associated with "the bullet's grazing . . . killing in relapse of mortality." This is perhaps why we experience in this scene something of the coldness, the depth, of unexplained suffering and the raw edge of life that was later to find full artistic expression in "King Lear." The boy's speeches are prompted and coloured by his mother's sufferings; he is there to hold up the mirror to the maternal mind; his infant precocity and prattle about traitors, honest men, new husbands, and new fathers is but the reflex of his mother's wifely heartsearchings and pain. But he is a brave little fellow. We love him for his retort to the murderer who called his father a "traitor"—the very word whose meaning he had been asking his mother only a few minutes before—and also for his last words: "He has killed me, mother! Run away, I pray you!"

Coriolanus' boy is of the same breed, a little warrior whom his mother "help to frame." He listens to the deep talk between Volumnia and Coriolanus (Virgilia takes but little part), and then understanding vaguely that something tyrannous, unhappy, is intended by his father, breaks in with:

A' shall not tread on me:

I'll run away till I'm bigger, but then I'll fight.

Perhaps his childishness moved Coriolanus as deeply as Volumnia's reasons and Virgilia's gentleness. Sir Thomas North's account of the interview is very beautiful: "First he kissed his mother and embraced her a pretty while, then his wife and little children. And nature so wrought with him that the tears fell from his eyes and he could not keep himself from making much of them, but yielded to the affection of his blood as if he had been violently carried with the fury of a most swift-running stream."

One of the most childish, pathetic, and attractive little figures among Shakspearean children is Hermione's little boy, Mamillius. Like Prince Arthur, he is very affectionate. He is sorry when Hermione says that he troubles her past enduring, and appears very unwilling to leave her for the court ladies. His hearty dislike of kissing and baby talk endears him to us; he is a rational little being and, as the court ladies proved, very observant. The end of this pretty scene and the words of the messenger after the vindication of Hermione's honour by means of the oracle must be quoted: they tell all we know of the life history of little Mamillius. When Hermione is rested, she calls him to her again and says:

Come, sir, now,

I am for you again: pray you, sit by us,
And tell's a tale.

Mam. Merry or sad shall't be?

Her. As merry as you will.

Mam. A sad tale's best for winter;

I have one of sprites and goblins.

Her. Let's have that, good sir.

Come on, sit down: come on, and do your best

To fright me with your sprites; you're powerful at it.

Mam. There was a man,

Her. Nay, come, sit down; then on.

Mam. Dwelt by a churchyard. I will tell it softly:

Yond crickets shall not hear it.

Her. Come on, then,

And give't me in mine ear.

Enter LEONTES, ANTIGONUS, Lords, and others.

And in the trial scene that follows upon the imprisonment of Hermione and the birth of Perdita, a servant enters crying:

My lord the king, the king!

Leontes. What is the business?

Servant. O sir, I shall be hated to report it:

The prince your son, with mere conceit and fear

Of the queen's speed, is gone.

Leon. How! gone!

Serv. Is dead.

Leon. Apollo's angry; and the heavens themselves

Do strike at my injustice.

Child study in Shakespeare is not complete with these examples. Much more should be added. It might include, for instance, the curse of Lear on Goneril, certain speeches from "Macbeth," and Sonnet CXLIII, that reminds one indistinctly of Spenser's inimitable picture of the careful mother in Book I, Canto 12, of "The Faërie Queene." Nor would the study of the illegitimate child be excluded. There are, too, those babes Perdita and Marina, who grow from babyhood to adolescence while we watch them. Shakespeare has made them, from their very cradles, distinct little personalities and essential elements of the plot. Perdita, that "very pretty barne," is a princess royal with her brodered bearing-cloth and fairy gold, and it is through her love for Florizel that the happy ending of the play is brought about. Marina, the storm-tossed, born when the North Wind blew, and later cast upon a sea of troubles more terrible than the sea waves that gave her her name, did by her own most clear remembrance make herself known to Pericles and so become heir of kingdoms and another life to Pericles and Thaisa. Nor are we left without gracious hints that help to bridge over the interval between the infancy of these maid-children and their pure radiant girlhood. Perdita, a shepherd's daughter, the prettiest low-born lass that ever ran on the greensward, and the queen of curds and cream, showed, we are told, something nobler than herself in all she did or seemed, and ever grew in grace equal with wondering. And "the most deeply learned men were not more studied in the learning of those times than was Marina. She sang like one immortal, danced as goddess-like, and with her needle she was so skilful that she seemed to compose Nature's own shapes in birds, fruits, or flowers, the natural roses being scarcely more like to each other than they were to Marina's silken flowers." It is true that all this is hearsay, the affectionate testimony of those who speak because they care; but we listen as willingly to Cleon and the old shepherd as we do to the reminiscence of Juliet's old nurse or to what Prospero has to tell of the childhood of

Miranda, for we know that this is Shakespeare's way of developing the characters that are, and preparing us at the same time for those that will be. There is a radiance over the educational theories (if such they be!) of Shakespeare's romantic plays that is very different from the Stratford Grammar School atmosphere of catechizing pedants who "have been at a great feast of languages and stolen the scraps." It is a radiance that shines like that in Plato's land of health, where the youth dwell amid fair sights and sounds and receive the good in everything; where beauty, the effluence of fair works, flows into the eye and ear like a health-giving breeze from a purer region, and insensibly draws the soul from earliest years into likeness and sympathy with the beauty of reason. There is also a spirit of gentleness and wondering other-worldliness about these later changeling babes of Shakespeare which, although it cannot be defined nor exactly weighed in the balance of critical estimation, may yet be the best and truest realization of the lasting miracle of childhood.

THE TIN WHISTLE.

HE was standing in the gutter, playing something on a tin whistle. Someone passing began to sing out the refrain. So the song was "My Killarney Kate." I was anxious to hear about this Kate, who is of good reputation over the land. So I stopped, and stood up against the window of a whisky shop—if one stands outside a shop in Ireland it must be a whisky shop. He went on playing, and, like lollers against shop windows, I looked on nothing. He went on playing. Perhaps he wanted a penny.

"Here you are," I said, knowing from his face that he wouldn't take it. But why did he go on playing over and over again "My Killarney Kate" if he didn't want me to give him something?

"Don't you want it?"

"I do not."

"Are you hungry?"

"I am not."

"Why do you play?"

"I like it, indeed! I do. When my old Mike he be dead, and my mother not here, indeed, sure it is I who should be playing indeed, when they've shut up the house, and I can go and play where I like. Sure, I shall go on the hills and play; I shall, really."

"Indeed! and is your father dead, now?"

"He is, indeed. It is burying him they be going to do to-day."

"And why aren't you helping to drink a drop just now?"

He pulled his hat over his face. An Irishman's hat is as good as his soul; he can't do without it.

"I like playing out here. Sure, 'Killarney Kate's' a fine song, it is. Come along, then, with me and I'll be showing you the coffin where he's put. It's grand—indeed it is."

Perhaps it was joy in being free which brought into action within him that quick sense of life whose very essence is social. For life cannot be lived alone—it must be shared with others; joy is communal. He was giving out to the people who were passing by his spirit of joy and freedom. The sounds of the whistle everyone could hear. They caught up the refrain and shared the meaning of the sounds with him. But he would go further and be more closely in touch with a human person. He would confide to someone the meaning behind "Killarney Kate." He would give out his whole joy to someone; he would give his whole being to someone—his being which included everyone in its whole. I saw he would. Perhaps he knew I saw he would. He went along, leaving the prints of his bare feet in the mud of the road. I followed.

The men were just finishing the last cakes and biscuits, and drinking the remains of the whisky. Three men sat on the coffin playing cards: playing the last game with their mate,

whose hand was taken by a dummy. Since the poor old fellow was dead, or he had just happened to catch a cold upon the mountains, and had the misfortune to overdrink the health of his mates just afterwards, for which the priest told him he was done for, surely, then, what man required sympathy if he didn't? And it was his favourite game and his favourite whisky. Then let us play and drink with him, for he is only just inside the box. One last drop, which was just enough to make them too hilarious over the drinking of his health, and the coffin was carried out and placed upon the cart. And, since he was going a journey all alone, he needed company as near to him as he could have, and as far on the way as possible; so the singer of "Killarney Kate" sat on the coffin as it was brought along the road.

He was happy as he put his whistle into his pocket and followed the rest in keening. He keened the loudest, though it was not because he was the next of kin. He had tremendous lungs. He felt happy. He was not sad; he felt no sorrow at the going away of his old Mike. He felt happy, for he was now free from the one with whom he was never quite at his ease, and near whom he never could not expect a drunken blow. He keened, but he keened because he was happy, rather; while the tipsy men and women following the procession keened also to give vent to their feelings of the moment. A drunken man must let his energy go; and the mate inside would not mind, for he, too, had loved to do the same, and let his energy out.

"And now," I said, "you have buried your father; what now?"

"It is going to America I am, surely."

He said he was going to get the money for his passage by working for a farmer. I told him he would never do that, for Irish farmers drive their own carts to market. He said then that he would play on his whistle for the money; for he would not be a farmer unless he could drive his own cart to market. And, if he could not get to America to drive his own cart there, he said he would play his whistle in the streets in Ireland. He could "play fine, indeed; he could." And so he could, really. And there was no one in Ireland to say he must not. There was no one in Ireland to shut him up when he would get drunk. For the glory of Ireland, and the way of bringing up Irish individuality, is the keeping of the laws lax and optional.

An Irishman does not show up as a fool or as a comic figure. Though fools may think him a fool, and a comic figure who is under a system of convention, as some Englishmen are, may think he is comic. He is too real to be comic. To real people he cannot appear in a comic light. To unreal people under a system of convention, he can.

An Irishman is born to life as a thing of life, and he lives in life. He is allowed to be himself. He looks into the face of reality—the reality of being himself. He can give confidence to people, to his teachers, who are less under a system of convention than the Englishman, and who, to a lesser extent, subject him to one. He can give confidence to his fellow-Irishmen, for he is real, he is more free to work out his individuality. One cannot give confidence to a not real, a comic person. It would be like joining one's soul to a dead puppet. One cannot get life, real ideas, to help one to live, out of a puppet. A real community is essentially one which consists of individual plus individual, real person plus real person—not puppet plus puppet, but real joy, real sorrow, plus the real sorrow and real joy of another individual with whom one is in sympathy. A child seeks a real person to confide his joy and sorrow to, to help him to live, to join his spirit to. His spirit without such a person or persons must die out. The community must die out.

Englishmen are born to life as things of life; but do they live in life? Do they create a real community, or a mock one, a pretence for one? When an Englishman is young he has life. He likes to look in shop windows and see the things of life; a pistol and a popgun to shoot with; swords to make fight; balls to throw up and to make move, and which will move of themselves (balls are most wonderful things of life—a ball is a precious possession to have when one enjoys life); pieces of string, too, can tie up things and make whips

which will make tops go round—they are all things of life. There is the glory of life in a little shop window. There are matches which will make coloured fire; and penny Christmas stockings made of white net, and some of the things inside can just be seen through the net. Christmas stockings are surprises; they give the same sort of surprise as discoverers experience when they find an unknown land or sea which they knew to be there, but they did not quite know what kind of land or sea it was and what it was like. So Christmas stockings and penny surprise packets do certainly contain something; and there is the joy of life in finding out what is really behind the paper and inside the stocking. It is a discovery which one may call one's own.

There is life, too, in driving along a cow or some sheep, to make them move, to have power over them, and the road of things before one. There is life, too, in playing in the streets; there is life in looking at the people going past—in thinking about them; in wondering who they are, and what they are doing. There is life in chalking faces and things on the pavement and drawing on dusty shop windows; in being a real human being with a joy in one's soul; a great being among other beings, with whom one is joined by the life of one's soul.

This an Englishman is born to, just as an Irishman is. The Irishman often escapes "school," for the law of attendance is lax. The Irishman goes on being himself. He drives his own cart to market when he is older. He rears his own cattle. If he wants a drink he keeps his own whisky shop. He enjoys life. He has to fight for it himself. And the glory that comes to him is the feeling that he has won: he has lived as himself.

The English boy has given up his popguns of life; he is earning his existence under some sort of State "must." He gave up his penny pistol and his joy in looking in shop windows during his school life. More and more as he rose in the school, less and less could he find delight and life in things of life. The school teacher used to teach him things which he felt did not seem to relate to that life in which he joyed. He was all eager to tell his teacher what he saw and did. His mother did not much care about him, and there was no one else to tell. But his teacher did not seem to want to listen. The teacher read him things from books which the code prescribed. The child found no sympathy in his teacher; he became more shy and less desirous of telling about the houses and men who went along the streets where he played. He came to school in the morning fresh from gathering wild roses when the sun made pure white the dew upon their petals. He came to school with the mud clinging to his boots and the yellow dust of buttercups upon them. He came, full of life, all eager to tell some other human person of the life of the morning. The teacher brought out books. He read the story; the teacher explained it and the child looked into teacher's face with an expression of doubtful wonder. Was the teacher right? Surely the story meant something else? But the teacher went on talking.

The teacher was surely not real if his mission was not one of life; a mission to help him to live as a being of life; as an Anglo-Saxon, if not as a Celt, to develop whatever may be the life force of an Anglo-Saxon. He could not confide in a person of fixed ideas, a person who did not change; a puppet; a pretence for a person, who did not change his mood in sympathy with each mood of the child; an unreal person. Reality means change, and the spirit of life is one of change; and life and change are glorified when there is sympathy developing them. But the teacher did not change.

The child became less a thing of life. Convention became too strong for his sensitive soul. Joy in life faded from his soul. And when he was quite little the sound of a church bell had been to him a sound with a meaning full of life. He used to stop and listen, and his soul had lived while he had listened. Ringing bells was prayer going up to God; and he had listened and prayed unconsciously to the Great God of Life. Later, when he was taken to sit in church in his best clothes, when he sat and wished church time was over, the sound of bells came to him as a mock unreality. Can the bell and the church to which it called people be things of life when one's soul is dead within one? The child went out

from school with his own true self gone from him. Is there a real God for him who has no soul of his own? The child drifted into one of those masses—masses of dead humanity who hang round street orators, eager to drink in some message of life and religion, of salvation. The State mark of unhappiness is upon their faces. Is the State responsible for this mark of death upon humanity?

Or is that very spirit which the child has inherited responsible for its own degeneration? Does the Anglo-Saxon spirit in a child die early: that spirit which loves the many things which express the many forms of life—tops and string, and trains, and the ringing of bells, and the people passing in the street? Is that spirit short-lived; does it only live through childhood, and naturally die out during school years, and become cold and conventional, and without hope, without a light before it? If it is natural for any life force not to grow and develop, whatever that life force is—the life of a stone, of a plant, or of a person—then rightly does the Anglo-Saxon child become a soulless, undeveloped Englishman.

But the essence of life is change and growth. Each kind of life force requires its own food to promote that development; some nourishment, some teaching which is akin to its own force, something in sympathy with its own kind of life force, its own degree of life.

The Irish child and the English child are both born as children of life. It is a different life force which each inherits. It is, nevertheless, life; and each seeks to live in that life which he has inherited. At the same time each seeks sustenance for his spirit in a life akin to his own. The Celt desires a life and a teaching relating to life as quick and as living as his own spirit; and perhaps he gets it. The Anglo-Saxon no less desires to be given to him for sustenance a life and a teaching in touch with his own life; one akin to his own life; one which is no less a life force than is the Celt's, though it may be of a finesse more dull than that of the Celt. He may or he may not get it.

The nourishment, the sympathy, must come from an outside force. It is essential to him if he is to be a reality in the community. The modern philosophical definition of reality, of life, is a compromise between that of the Idealist and the Rationalist. Reality in modern thought means that which is created when that which comes from within is brought out by the sympathy which connects what comes from within with some outside force to which it is akin. The child and his expression of life can be a true reality if his growth is the result of that which comes from within him, from his spirit of life, having been brought out by sympathy with an outside force, perhaps his teacher, his State. Does the State and the Church undertake to provide that nourishment, that sympathy, advantageous to the growth and development of the kind of life force expressed in the Anglo-Saxon child which looks to them for help, help to make it a true reality? The pieces of string and the ringing of bells, and boats in a brook, should not become naturally dead when the sense of life in them and in people has been born in a soul. The Anglo-Saxon child cannot be a Celt, but it is possible for him to be himself, living in that particular spirit which he possesses.

The Irishman can be himself also. The State gives him a greater opportunity of being himself. Perhaps it is that the laws are lax and optional, and allow of evasion, and so do not deaden individuality. Perhaps the education code is lax and elastic; or it may be that it and the teacher are more in sympathy with the life of the child such as it is: so that things of life remain always things of life, having always meaning intimately related to the life of the child. He can find life in his religion; his Church is a reality to him, for he has made it real by bringing his unfettered life to it.

And the Irish boy who played "Killarney Kate," with the light of the hills in his eyes—whenver he looked up, for he was very shy in spite of his tremendous lungs—he is earning his living playing his whistle where he likes. The word "existence" has no meaning for him: he knows only the meaning of "living." Existence is the state of being cut off from one's natural sphere in life. It is life without one's own spirit, and so without a spirit at all. It is "half-life." Living

is whole-life. He is living his own soul somewhere; it does not matter where, so long as he is living in the joy of his own soul and not living, or rather "existing," in the dead light of ideas made for him by somebody else's soul, and imposed upon him, whose soul—if soul it has—is not his. I know he is still praising life, unhampered by convention; he had so far managed to escape "school." I know he will always manage to escape "school." I saw the light, the spirit, of his shy eyes as he pulled down his hat over his face and disappeared into the summer twilight under the trees by Killarney Cathedral. He was grasping his tin whistle, which he had chosen from among the many things in the little shop window. The many things express the many things in life. Each chooses his own. He had chosen the tin whistle; it was his expression of life; it expressed the meaning of life for him. He will play on it all his life. I know he will, for he had the light of true freedom on his face. There will be no teacher to tell him that his tin whistle does not mean his expression of life, but that a something else does, whatever thing the teacher wishes to say does. He will put the meaning of the sun and the morning dew into his whistle; the meaning of the sound of ringing bells. He will put into it the meaning of himself, of other people, of his relations to other people, just as the English boy does when he looks upon the people in the street, but does not yet find form to express his meaning; and, perhaps, he never does, for the teacher gives him a ready-made form of expression. The Irish boy will put the meaning of the world into his whistle. And he will be happy; and the world will be happy, because he makes it happy by giving it life. I know he will.

M. A. N. MARSHALL.

AT AN ENTRANCE SCHOLARSHIP EXAMINATION.

By SYDNEY WALTON.

TO-DAY we began our admission tests: the spoon—as someone has it in picturesque phrase—whereby we skim the cream off those broad basins, the elementary schools. Ninety-five boys, the pride of their brethren, came up for examination. Their ages ranged from ten to fourteen. It is easy to tell which of the number had gone through the ordeal before. They, of course, knew the ropes; the first fear was no more, they could play the part of fathers among nurslings. "There's the Head's room," shouted one with just a suspicion of the cock-crow in his voice; "you'll have to go in one by one. He sees us all. I saw a swish when I was in last time"—and the faces grow still more solemn. I fancy there is the pang of disillusionment. They had dreamed of a secondary school as their ultimate Eden where the tree of knowledge was not a birch.

The whole hundred is early on the premises—save one who came in with scarlet haste after the others had begun. Two o'clock is the hour fixed; anxious groups whisper in the ante-hall half-an-hour before that. Mothers and fathers (particularly the former) forgather too, and discuss the perils and prospects of battle; for to-day destiny is at the door and home throbs with the sense of crisis. Some of the sires are as nervous as their sons. "If he gets his feet in here," I overhear a parent (who is white to-day because his boy is pale), "he might win his way to the University." He is conscious of a ladder let down from a mystic sky. These grown-ups wish, as they wait, they were young again. The Past was not so privileged.

Pens and papers are handed out; each boy takes his place and becomes, in the official eye, a number merely. The name comes later—if he succeed, and Number 69 takes his place in the school as "Brown Minor." I am invigilating. As the day wears on, the duty grows drab and dreary. But there is some relief at the outset. I pick out from the crowd the young emigrants who seek our school-shore. There are various nationalities, a Dutch boy, a German youth; boys of

every type of temperament. Puck peers in that face there, Peter Pan in this, yonder is a little tyrant of the street, and near him an eagle-spirit that no man can tame. Can the school-republic absorb all these into itself and make them become worthy citizens within its borders?

The invigilator makes his routine speech. He quotes certain rules, ancient as the evil genius of examinations, to wit: "Put your number on the right-hand corner"; "Use one side of the paper only." But it is waste of breath. As if we ever heed advice until we need it—when we are at the bottom of the page, that is. At 2.30 the instructions have to be repeated in answer to an inquirer; again at 2.40, and at 2.45. Five minutes later, two boys ask if they should use both sides of the paper! Nervousness is the sponge of the mind; it rubs off every chalk mark.

Dictation comes first—two simple pieces. The little feverish faces look up wondering what dark sayings the oracle will utter. He must look stern on a state occasion, but he cannot suppress a smile when, after three times enunciating the words "an ardent faith," a hand goes up and a voice quivers: "Please did you say 'an angry face'?" The policeman frowns. In the second piece the last word was "execrable," and I agree. It was—for boys so young. But, at any rate, the word is spelt pretty much as spoken. So I thought before I saw the papers. The word was written in a score of ways, from "exeycrabel" to "ekikrobble," with octaves of variation between. They say now that spelling is antique discipline, out of date like the spinet, and standing even so in the corner of an old lumber-room, "Old Curiosity Shop, Whitehall." As the terrible word burst upon the hundred heads, eyes instantly began to roam the ceiling, in the belief, one guesses, that all good things come from above.

Arithmetic begins: the papers are greedily seized; boy-eyes, quick as the lynx, hurry down the dozen riddles of the Sphinx. At first the boy feels he can solve none—his heart is ice; then the unknown begins, little by little, to distil into the known—the iceberg sails slowly from the ship; the boy is tasting the supreme joy of an examination, a life-joy in fact, to find that things are not so mystic, so meaningless as Fear, that stammering interpreter, would make out. I pace the room. In front, rows of pens and bended heads; behind, heads only to be seen, like a garden cobble-pavement overgrown with springtime grasses. They have lost their legs and limbs, these hundred boys. They are as many round balls tied to as many stakes. They are "Little Mucks"—as the Germans would say—huge heads, tiny bodies, because these latter groan in bondage. The true teacher trains more than the head. He remembers hand and heart, and those physical tissues with which the muscles of the mind are entangled. And if playing-fields make a school—a strong commonwealth of boys, that is, healthy and courageous and not lotus eaters—why not a physical test? And why written work alone? Why not craft of hand and the use of pencil and brush?

Everybody is hard at it: I hear the scratching of the pens amid the slow march of the pendulum. It's a weary business; I think I could get to know more of these boys out yonder on the school fields, playing and mingling with them. Still they scratch on, a screech of pens. A relief at last: a boy comes to ask for "more paper, Sir." His face lights up as he asks; his individuality flashes out. It is curious: as they sit there writing, I notice with astonishment that the boys are all one type, one same drear pattern, pale and passionless. Their personality is in the backwoods; a mere machine, a calculator, is left. We are examining them, but *they* are missing. The hundred are all one feature without distinction. Davies and Smith are lost in the number. But Davies comes forward with a query, and his nature glows large upon his transfigured face. At once I see the logic for oral examinations, for a talk instead of a task. A colleague is hearing boys read in the room adjoining. I envy him. The voice, not the pen, brings the boy-soul into the daylight. I compare notes with my friend afterwards. He knows lots about these boys, has looked into them, through their eyes of blue. I know nothing; and this is burned into my brain—that there should be no written examination

(Continued on page 664.)

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without a *viva voce*, and that the latter should count infinitely more. The Head Master is sending to see the candidates one by one. He is wise.

It is 4.30; at 5 we close. The hour crawls to its close. I notice trivial things. We were taught at school to put the first and second fingers on the shank of the pen, and point it to the shoulder. Only one boy out of ninety-five practises the traditional poise. Does this argue for Nature against tradition? Seven boys make lip-movements as they work out their problems; two count on their fingers. Now there is a rain of papers; the boys rush out of bondage, carrying away the printed papers with extreme of reverence. They might be Sibylline leaves. Away home the emancipated hurry with tales of to-day, fears for to-morrow. I fold up the written sheets with a haunting thought that I am grasping the shades of the prison house, that no winds come to me from the fields of sleep.

CAVALIER AND ROUNDHEAD.

"BEING indeed of the Cavalier or pleasure-loving temperament. . . ." I cannot complete the quotation, but I know it was applied to schoolboys. I found it in an educational essay, whither I had betaken myself for admonition and comfort. The quotation stimulated me more than the exhortation, for it is the only part of the essay which I can remember. However, it is worth remembering.

The modern conflict between Cavalier and Roundhead—i.e. between child and teacher—cries out for attention. Some people would have us believe that there is no such thing as a contest, that the child goes to school because Nature impels him to do so; that once he has arrived there all is a May game. I sometimes wonder what kind of children cross the paths of the people who write educational treatises; certainly they are not Cavaliers. Hardly any normal parent or teacher would recognize them as children.

There is no question about it but that there must be a struggle. The young Cavalier goes to school, and, obeying a natural instinct, chatters in class or mauls his neighbour. The authorities have been brought up on educational treatises, and consequently regard life seriously; straightway begins the conflict between Puritan and Cavalier, ascetic and hedonist, and dull Might becomes Right.

Sometimes the Roundheads appreciate the Cavaliers, and then the tragedy is lightened; often they wish to turn them into Roundheads, which is a pitiable state of things. Whatever the moralists may say, every healthy child is, and ought to be, a Cavalier. Let us understand what that means. A Cavalier is not a mere pleasure-seeker. Teach history, and you will soon find that nobody is as hard on voluptuaries as the young epicures who, in unofficial language, consider Edward II a "rotter." The Cavaliers do not admire slackness; however much they may make of the claims of enjoyment, they have no patience with pampering or effeminacy. They love pleasure, you say? Possibly; but they also love to hear of men who endured hardships. The Cavaliers revelled in life, but they were ready to face death at the demands of a quixotic unreasoning loyalty. We are thrilled by them as by all that is young, and splendid, and irrational. The philosophers cared about prudence and common sense; but the Cavaliers stood for the things which lie beyond argument and logic. Did we call them irrational? They were rather *super-rational*, obeying blindly the instincts which are greater than Intellect, and lead men to the apprehension of Infinity. The Cavaliers of the schoolroom are of the same stock as the "great-hearted gentlemen" who fought for King Charles. If they are able to enjoy life they are also able to endure it. They often purchase their enjoyment at a high rate, but they never grumble at the price. The old Cavaliers were like Mercutio, who met death with a jest on his lips; their modern prototypes undergo humiliation and disgrace, make no fuss about it, and bear no grudge. They are too proud to stand on their own defence or to explain their motives; often indeed they suffer injustice

which could be removed by a little frankness, a slight relaxation of dignity. There can be no doubt but that our Cavaliers face punishment with a splendid reticence and courage.

The Puritanic pedagogue probably condemns this attitude as defiant. It is nothing of the kind. Nobody is more generous, more ready to confess to real error than the Cavalier; but he is not prepared to make canting speeches about sins which he feels to be no sins. The Cavalier is clean and straight in his dealings; and a child's sense of honour, of integrity, is worthy of all reverence. But the Puritans in authority invent artificial sins and demand an artificial penitence. You may argue all day with a child concerning the immorality of certain petty infringements of rules, but you will not convince him; he has too much sanity to be convinced. He regards rules as a dreadful bore; and so they are. He breaks free from this boredom as often as is possible or convenient. He gets into trouble, of course; but that is simply one of the conditions of the game, and he takes his defeat with a good grace. He sits on no stool of repentance, for he fails to recognize any moral wrong in his actions. Rules are a practical necessity, and in breaking them he sins, not against his conscience, but against common sense. That is the child's point of view, and nothing will alter it. It may not be a complete scheme of morality, but so far as it goes it is really quite inspiring. Some great virtues, such as obedience, he carelessly leaves on one side; but consider his dealings with those which he *can* appreciate—Justice, Truth, and Courage. Duty is no "stern daughter" to him, he hardly understands the meaning of the word. Without preaching, or indeed any conscious system of ethics, he enters into the relations of life with a gusto and buoyancy which make morality a rejoicing of the heart.

I really do not know what more we can expect. It is rather more than the child's elders usually perform, although they discuss moral problems fluently and persuasively. What we should do is, not to turn our Cavaliers into Puritans, but to aim at making them something better in their own kind. I think that the Greek or Elizabethan ideal is equally youthful, and infinitely safer. The Cavalier, no matter how charming, is inadequate; he needs a Puritan to keep him in order, otherwise he becomes an intolerable nuisance. This is true neither of the Greek nor the Elizabethan. The Greek is safeguarded by his sense of proportion, his conception of the harmony of body and soul; and the Elizabethan finds outlet for every energy in his amazing versatility, his appreciation of the boundless value of life. The Cavalier left to himself will probably develop his faculty for enjoyment at the expense of all others; he often becomes childish, whereas the Greek and the Elizabethan remain childlike to the end. The Cavalier is indeed a case of arrested development, he is an Elizabethan who has failed to grow up. To be truthful Peter Pan is an offence against Nature. We prefer Sophocles or Drake, Achilles or Shakespeare. They grew up, but they never became old or formal; what more could we desire?

M. A. B.

At the Conference of the Association of Teachers in Technical Institutes, Mr. P. Abbott (Regent Street Polytechnic) chose as the main subject of his Presidential Address Internal and External Examinations. The Board of Education had taken the lead by abolishing a large part of its examinations. It had thus encouraged the Group Course system in lieu of training in one or several unrelated subjects on which certificates and grants depended. These external examinations are peculiar to England, and are strongly condemned in the recent Report of the Canadian Royal Commission on Technical Education. Mr. Abbott admits that there must be some guarantee of the efficiency of an Institution and of the attainments and work of the teachers, but this he would provide by the institution of Advisory Boards for each area, representing Local Authorities, employers and employed, inspectors, and teachers. In suggesting, however, that "under such a scheme the examinations will approximate to internal examinations" Mr. Abbott does not show the courage of his opinions. His whole argument is that external examinations are an unmixed evil, and in consistency he should have limited the work of the Advisory Boards to inspection. For the rest, Mr. Abbott approved the Denman Bill as an advance on the right lines, but feared that it would be of little avail unless it were made compulsory.

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MY Pastoral Muse, a loftier mood essay;
 Osiers and tamarisks will not please alway;
 Or if the woodlands still to thee be dear,
 See that thy woodnotes suit a Consul's ear.

The circling years confirm the Sibyl's truth;
 Again the world renews her primal youth,
 Justice returns and Saturn reigns again;
 From heaven descends a new-born race of men.
 A child is born the iron age to end
 And to earth's bounds the race of gold extend,
 Oh at his birth, Lucina chaste, be by,
 Propitious! Thine Apollo rules the sky.

Thou too, great Consul, whence this age shall date,
 Pollio, thy year the mighty moons await.
 With thee of old misrule shall disappear
 All tracks, and nations cease to cower in fear.
 Meanwhile the child, with life divine endowed,
 Moves as their peer 'mid the celestial crowd
 Of gods and heroes, learning how to sway
 A world his father's virtues schooled to obey.

Wild flowers, behold, a birthday offering,
 The boon earth scatters for her new-born king;
 Foxgloves, and ivy sprays, and 'mid the sheen
 Of glossy bear's-foot, the Egyptian bean.
 She goats unherded bring full udders home;
 To scare the kine no ravening lions roam.
 All round thy cradle delicate blossoms spring;
 Where lurks no poison and no adders sting;
 All airs a breath of Syrian spikenard bring.

Soon, as in wisdom grown, thy childhood reads
 Of Roman valour and thy father's deeds,
 The plain untill'd shall wave with yellow corn,
 Clusters of grapes shall hang from the hedgerow thorn,
 And gnarled oak-boles honeydews distil.

Yet shall subsist some lingering seeds of ill,
 Tempting to sail the ocean, towns to invest
 With walls, and score with furrows earth's soft breast.
 Another Tiphys steers an Argo fraught
 With new adventures, other wars are fought,
 A new Achilles finds 'neath Troy his doom.

But when to perfect manhood thou art come,
 E'en merchants shall have ceased the seas to scour;
 For every land bears every fruit and flower.
 No need for harrow, then, or pruning hook;
 The hind has freed his oxen from the yoke.

No need to learn the dyer's lying art,
 When Nature every colour shall impart.
 See the ram strut now clad in Tyrian dyes,
 And now in yellow that with China vies;
 And as the new-born lambs their mothers nose,
 A livelier crimson through their fleeces glows.

Such was the web the Three Weird Sisters span,
 Bidding their spindles fix for aye the plan
 The Fates immutable ordain for man.

Prepare, the hour is nigh and will not wait,
 To assume, O child of promise, thy great state;
 Scion of gods, the germ whence Jove shall spring!
 Lo, the round world bows down to hail its king;
 Lands, ocean tracts, and azure heights, all nod
 Responsive to the advent of a god.
 Oh may to me of life a breath remain,
 Enough, no more, to sing thy glorious reign!
 Linus nor Orpheus then should win the prize,
 Though either boast a parent in the skies,
 He fair Apollo, he Calliope;
 Nay, if the great god Pan should challenge me,
 I would accept, with Arcady as judge;
 My victory then not Pan himself would grudge.

Learn, babe, to greet thy mother with a smile:
 She bare thee 'neath her heart a weary while.
 Begin, sweet babe, betimes. That ill-starred child
 On whom his earthly parents have not smiled,
 Shall ne'er, translated to the heavens above,
 Feast with the gods or share a goddess' love.

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OCCASIONAL NOTES.

WE hope that there will be a good deal of instruction about the origin and causes of the war given in schools. The history of the rivalry between Germany and England will need discreet handling, but there are no doubt many teachers who can be trusted to discuss it in a broad and fair spirit. They will remember that the War will probably at the worst not last for longer than what is only a small fraction of the lifetime of a generation, and that their pupils have got to learn to be good friends again with our enemies after it is over. The dispassionate statement of the Oxford historians, with its appendix of original documents ("Why we are at War," Oxford Clarendon Press, 2s. net), should be mastered by every teacher of history, and serve him as a model for presenting to his class Great Britain's case. Let him illuminate the argument by narratives of heroism and self-devotion, drawn as far as possible from both sides, but there is no need at the present moment to fan the fire of patriotism. He should rather point out that the German Michel is no less patriotic than John Bull, but his patriotism has been perverted by a government in which he has no share and a military oligarchy which has usurped the powers of the nation.

OUR school children ought to learn what Russia has to do with Servia, what Austria is and how it came to be first the foe and then the friend of Germany, why Italy entered and then deserted the Triple Alliance. Indeed, we hope that one of the results of the War will be a great

quickening of interest in modern European history, both in schools and in readers whose only textbook is the newspaper. It ought at least to teach everybody that the present is essentially one with the past, and that, as Freeman used to say, history is the politics of the past, and politics is the history of the present.

OUTSIDE the question of Germany and England there is much connected with the origin of the War about which most boys and girls are probably quite ignorant. There is the question of the neutrality of Belgium. Everybody ought to understand what neutrality is, and what were the reasons for the special position of Belgium as a country whose neutrality was guaranteed by the Powers. Then there is that "vast, immeasurable abyss" of the Slav world, of which so few of us know anything.

AMONG the social effects of the War will probably be the advance of women into areas of work now occupied by men. Women will step into many of the million or so of posts which have been or are being vacated by men, and in many cases they will retain them permanently, for some of the million will never see the end of the War and others will not return to civil life. In teaching, certainly more women than ever before will be employed. The spheres of men and women in schools have never been delimited by authority, but, speaking broadly, women are employed in boys' schools only for young children and to some extent for mixed classes. But co-education for boys and girls over twelve has not won any large measure of support in this country, except on financial grounds in sparsely populated districts, and the American system of entrusting the teaching of boys to women is still less popular. Some extension of the woman's sphere of influence will, we believe, do no harm and often prove a positive gain. The transference of women to the lower class in the boys' department of the elementary school would be a change for the better, for there are few men who have sufficient sympathy with children under ten to teach them well.

THE National Education Association have issued a Memorandum on Children and the War which deserves careful consideration. The Committee believe that the number of boys and girls who will either lose their employment through the War or be unable to obtain any will be very large. They compute the number, indeed, at at least half a million. Their first suggestion is that children should be encouraged by every possible means to stay at school as long as possible; and, in this connexion, they point out that Local Education Authorities have the power, under the Education Act of 1907, to assist children by bursaries to remain in the schools to the age of sixteen. Next, they recommend that young people who have no employment should be gathered "as firmly as possible" into emergency schools, either day or evening, where they can have vocational training or education of a more or less "recreative" character. Certainly there will be a great problem to be faced in the coming winter and a great chance for the evening schools. Toy-making might be one subject taught.

THERE can be no doubt that the preparation of teachers will suffer much from the War. A large

number of the men students are members of the Officers' Training Corps and have been embodied. The Board propose that, if they are able to return to their studies next January, the missed term shall count towards their two years; but we fear that the chances of the War being over by the New Year are remote. These young men will therefore probably begin their second-year work when peace is signed, and their period of preparation will thus be rudely broken in two. Against that, however, we may set the broadening of their horizons which military service will bring. They will come into contact with all sorts and conditions of men, their angles will be rubbed away, their little class conceits and vanities knocked on the head. They will be broader and bigger men for their spell of active service, and that will be no small compensation for some loss of learning. But this is not the only way in which training will suffer. Some colleges are depleted of students or have been taken for military hospitals, so that it has been necessary to send the men and women to other colleges. The result will be a considerable amount of inevitable dislocation.

ONLY two more remarks connected with the War, for we do not mean to let the great struggle be an Aaron's rod swallowing up everything else. There must be large numbers of Belgian children now in England and likely to be with us for some time. We trust that places—free places in cases where it is necessary—will be found for them in the schools, where they will at least learn something of England and English ways and form a new link between the two allied nations. It would be a good thing, too, for our own boys and girls to have these children with them and to be able to welcome and help them. Our other observation is that we hope that every schoolgirl will do something, however humble, for our soldiers and sailors, for their wives and families. The elder girls might well be employed in assisting Relief and Care Committees. It is only by house-to-house visitation that relief can be assured wherever needed, and duplication of relief or imposture be detected and arrested. Many boys have already done useful work as messengers and in other ways, and we are sure that their sisters will like to follow their example.

AT a recent meeting of the Executive of the National Union of Teachers there was a long and heated debate upon the question whether the experience and status of each teacher should be exhibited in the Register when it is printed and published. It is hard to understand why the letters "A.M." (Assistant Master) should have proved such a red rag to the majority of the N.U.T. The main argument against the inclusion was that in the Medical Register there is no record of employment past or present. The reason is that experience is not one of the qualifications for the medical profession. What would be said of subalterns who demanded that in the Army List no distinction should be drawn between generals and ensigns? How much information should be given in addition to the teacher's name is mainly a question of convenience and finance. We cannot see that the addition of "A.M." to a man or woman's name should cause any heart-burning, or be likely to drive a wedge between different sections of the profes-

sion. A Register which is a mere list of names with nothing to discriminate the University professor from the village schoolmaster would be a somewhat uninteresting and useless publication. We should like to repeat, however, what we said last month, that the same nomenclature ought to be used for all masters and mistresses, in whatever schools they work.

AMONG the points of the Board of Education's Circular on Examinations, which we had no space to discuss last month, one of the most important is the suggestion for giving teachers some voice in the conduct of examinations. This the Board think may be done, first, by giving them representation on the examining body, or by some regular form of consultation, and, secondly, by giving the schools the right to submit their own syllabuses for examination. Of these we regard the second as the more important. The real defect of the examination system is that it hampers originality and experiment in schools. It is a valuable stimulus for the many, but it affects a few prejudicially, and just those that are doing pioneer work. And in education such work is specially valuable, because schools are always tending to get into grooves. There is also a suggestion that principals of schools should be required to submit their own estimate of candidates' merits, which may be considered in doubtful cases. These proposals we consider much more practicable than any suggestion for allowing teachers to have a share in the preparation of the examination paper, an idea which we have never regarded as feasible.

WHAT exactly do teachers mean by "appreciation of literature," of which we have lately heard so much? As regards Poetry, Miss Faithfull, in her contribution to "Idola Linguarum" gives a clear and definite answer; but we would propound the same question as regards prose, in the hope of provoking no less definite answers from her or other teachers. Let us take two instances. The first shall be Anson's "Voyage round the World," one of the most entrancing narratives ever written. Is it sufficient in the view of our reformers that boys shall be entranced by it? Or ought they to learn from it history and geography, and find out from it a great deal about the Navy in the eighteenth century, and the difficulties against which our admirals had to contend? Should they appreciate it, that is, as a source of information or only as a specimen of the literary art? The second example shall be a book suitable only for the oldest classes, Burke's "Reflections on the French Revolution." Is this work to be appreciated as a piece of political reasoning or only as a piece of eloquence? Is comprehension of the arguments the thing to be aimed at or enjoyment of the language? Is it more important that the boys and girls should know by heart the famous passage about Marie Antoinette, or that they should understand the falsity of the dictum about the age of chivalry? In a word, does appreciation include the power to weigh and judge as well as the power to enjoy, the capacity to reject as well as the capacity to absorb?

WE have no hesitation in recommending all teachers to sign the memorial of the Simplified Spelling Society, petitioning the Prime Minister for a Royal

**The War
and Training.**

**Two more
Remarks.**

**Teachers
and Examinations.**

**The Appreciation
of Literature.**

**The Printed
Register.**

Spelling Reform.

Commission. It makes no reference to any particular scheme; it simply asks for an inquiry into the subject, with a view to the adoption of a rational system. It suggests that the Commission ought to include educationists and representatives of the commercial world as well as scholars and literary men. To teachers most of all ought spelling reform to appeal. It is not merely that our chaotic spelling is a nuisance to the child, but that it is positively harmful to his mind, because it accustoms him from an early period of his intellectual life to the rule of unreason in the world of language. In what way improvement is to come, what scheme should be sanctioned, or whether any hard-and-fast scheme should be adopted, are matters for discussion. Not revolution, but reform, should be the watchword. No suggestions will be successful which do not take full account of the sentiment—the unreasoning sentiment, if the reformers like to call it so—with which a nation clings to the outward appearance of its mother-tongue. You cannot change even the externals of the language in which a national literature is written as if it were a telegraphic code or a system of shorthand. Whatever the phoneticians may say, plain people will never regard the printed as a mere reflection of the spoken language, and as a thing which has no life in itself. No argument drawn from convenience will ever reconcile a generation to a revolutionary change in the look of the printed page.

Juvenile Employment Schemes.

IN the *School Government Chronicle* has appeared an interesting account of the Liverpool scheme for helping children to obtain suitable employment on leaving school. The machinery consists of a Juvenile Employment Committee and an Advisory Committee of Employers. The first object of the scheme is to induce parents to place their children in employments which will give them a good training for after life, and not in those which merely offer good wages for a year or two. Every parent of a boy or girl about to leave school is invited to confer with the head teacher about his or her future. If an opening has been found for the child, a note is made of it, so that he can be followed up; if not, the parent is referred to the Juvenile Employment Registry. The importance of the attendance of young people at continuation or technical classes is also urged upon the parents. The system has been at work only two years, but last year 4,000 children were placed in suitable positions by its means. The scheme is a move in the right direction. The State will eventually have to assume the responsibility of seeing that every young person at least gets an opportunity of being trained in some craft, and towns like Liverpool are showing us the way.

THE word "museum" used to be a synonym for "dullness," and we have all heard stories of children who were threatened with a visit to the British Museum as a punishment for naughtiness. But at last we are beginning to find out how to use them. "Personally conducted tours" under efficient guides are now a matter of ordinary routine in the great national collections. Four courses of lectures are being given in Great Russell Street and at South Kensington this autumn and winter by Mr. Kaines Smith and Mr. Banister Fletcher. One of the subjects of the first-named is "Greek Religion," and in the proposed twenty-four lectures he will have

Hellenism without Greek.

space to treat and illustrate it fully. The illustrations will be all around him. Such lectures and the audiences that listen to them are the best answer to the plea of Dr. Macan's "Greeklings" that the decay of Greek in schools is killing the knowledge of Greek life and thought in the country. When dons and schoolmasters talk in that way they are magnifying their office overmuch. Intellectual interests are not dependent only on schools and colleges. A moment's thought will suggest an endless number of subjects—Italian art, folk-lore, sociology, Oriental studies Biblical studies are a few—which educational institutions have fostered only a little or not at all, but which, nevertheless, are studied more widely and more keenly than ever before. In saying this we are not criticizing the schools, whose business is anything rather than the teaching of things in general; we are only bidding schoolmasters to beware of supposing that no one will care about Greek when they have ceased to teach it.

THE writer of the Note which Mr. Platt traverses in his letter remembers the pleasure with which, when about thirteen, he read to himself large portions of "Paradise Lost," unhampered by any apparatus criticus. He also remembers that Mark Pattison said, "an appreciation of Milton is the last reward of consummated scholarship." Between the reading of the ignorant schoolboy, seeking for nothing but story, emotion, and sound, and the reading of the finished scholar, weighing every word and every thought, there are an infinite number of methods of study. Would Mr. Platt urge that the teacher is to do nothing beyond letting boys read Milton as they would a novel? Does he mean us to understand that he would read "Paradise Lost" through with a class without any discussion of Milton's theology and cosmogony, of his blindness, of his relation to his age, to mention only a few points out of many? Would he pass by all the hard sentences and hard words, all the classical and Biblical allusions, without seeing that his pupils understood them? Whether the fifty-two notes are suitable depends partly on their nature (they may be monstrously bad) and partly on the age of the boys and girls. "Children" may very well content themselves with just the story, though even children frequently feel the need for explanation; young men and women of eighteen should study thought and language. Finally, no one "considers an acquaintance with the notes to be proof of an appreciation of the author," nor did our remarks suggest anything of the kind.

PROF. CRAMB'S "Germany and England" is a brilliant pamphlet in favour of conscription, and any stick is good enough to beat into England a sense of her ignorance of German *Geist* and the judicial blindness of her statesmen. There is a characteristic sample in the first lecture:—

German in England.

A few weeks ago the head master of one of our public schools exhumed a letter of the late Mr. Gladstone, in which that eminent politician cast a slur upon the whole of German literature, denouncing the author of "Faust" as an immoral writer, in whose works we find virtue banished and self-indulgence reigning. . . . That such a verdict on Goethe and on German literature should exist is not astonishing. The astonishing thing is that in the second decade of the twentieth century an Englishman should have been found who, having exhumed such a verdict, did not for very shame instantly cover it again in complete oblivion. Instead of this, he incontinently published it in the *Times*, not once only, but in two

different issues. The publication of this letter is discreditable at once to the critic, to the exhumers, to the Press, and to the nation.

Such fustian would not deserve notice were it not typical of a book that is selling as fast as it can be printed. We have complained no less persistently than the late Professor of the neglect of German in our schools, but that Mr. Gladstone and his head master represent the present attitude of educated Englishmen towards Goethe and German literature is a gross libel. The best "Life of Goethe" and the best translation of "Faust" are both in English, and we cannot see the harm of publishing the letter as a literary curiosity. It would be as fair to quote Mr. Gladstone's discovery of the Trinity in Homer as a sample of English theology and English classical scholarship.

LOCAL AUTHORITIES.

Teachers and Military Service. THERE appears to be considerable diversity among the various Local Authorities as to the consideration extended to teachers who have been called upon or who may volunteer for military service. As regards married men and those having relatives mainly dependent upon their earnings, Authorities are no doubt well advised to pay the ordinary rate of salary less the amount received for military service. It may be questioned, however, whether this provision should be extended to unmarried teachers who have no dependents. Teachers have been trained for the work of education, and it is of national importance for that work to be carried on. At the same time, if the young teacher feels the call to serve his country in another capacity, he should be free to do so, provided the call is sufficiently imperative to be accepted with its financial consequences. The Authority is, therefore, acting generously if, in addition to keeping the position vacant during the period of absence, it pays such sum as, with the Government allowances, will make up one half of the full salary.

West Riding Tests for Scholarships. AN interesting development of the various efforts made by Local Authorities to devise tests, for the award of Junior Scholarships, which will ensure the selection of the best material is recorded in a report issued by the West Riding of Yorkshire Education Committee. In addition to a written and oral examination a "practical test" is introduced. The object of the test is to give some credit to the candidate who can show his intelligence by solving a problem in concrete materials as well as, or better than, by a written or an oral answer. The chief difficulty appears to be the administrative one of arranging for a suitable practical test for all candidates. In the West Riding, with nearly 4,500 entries for examination, it is found to be impossible. Consequently the bulk of the candidates are eliminated by means of a written test before the practical test is applied, and it is suggested that many of those whose abilities this particular test is specially intended to reward are rejected without having had a fair chance. "However good the practical test may be as a selective test," the report states, "it cannot be used at the right stage in the examination, and therefore loses greatly in effectiveness. It has no doubt done good service in bringing to the notice of teachers a type of problem which extends the functions of handwork and correlates it with arithmetic and geometry; but handwork is now so firmly established in the schools as to need little outside advocacy. So far as increasing the efficiency of the examination as a means of selection is concerned, the time spent on the practical test would probably be better employed in extending the period of the oral examination."

Quality of Material. WITH reference to the question whether the material selected by means of the examination is satisfactory or otherwise, the Committee made inquiries of the Heads of secondary schools with regard to boys and girls to whom scholarships were awarded last year. The number entering secondary schools with County Minor Scholarships last year was 400. Upon these, after two terms' work, the Heads of secondary schools report as follows:—

(a) Award of Scholarship justified	367
(b) Award of Scholarship not justified	16
(c) Doubtful	16
(d) Withdrawn	1

Thus less than 5 per cent. of the successful candidates have up to the present distinctly failed to confirm the verdict of the examination. This is certainly not an unsatisfactory result, although, perhaps, more trustworthy conclusions might have been formed if the inquiry had been concerned with pupils who have held scholarships for two or three years. The Heads of secondary schools also reported upon the progress made by 168 children who were unsuccessful competitors in the Scholarship Examination, but who entered the schools at the same time as the County scholars. They all appear to be doing well, and some of them better than the holders of scholarships. From a careful scrutiny of the work done by these unsuccessful candidates in the examination it is inferred, with great caution, that arithmetic is possibly a less reliable factor in the examination than English.

Brighton. THE annual report of the Education Committee for the County Borough of Brighton is a well-arranged, complete, and very interesting record of useful work. During the past year, it is stated, careful consideration has been given to a variety of important and fundamental questions underlying the service of the Committee, the questions ranging from the provision of bricks and mortar to a consideration of the organic developments in the theory and practice of education. The growth of the Committee's work is naturally reflected in the growth of expenditure, and from the general trend of events it is not anticipated that any decrease of expenditure will be possible in the future. Six years ago the Government contributed 41.6 per cent. of the cost of elementary education, and last year the proportion fell to 39.4 per cent. In common with other Local Authorities, the Committee feel that it is a matter of vital urgency that the Government should take steps to adjust the burden on a more equitable basis.

Expenditure. HAVING regard to the variety of its educational activities, the rate in Brighton—which was 1s. 5½d. in the pound for 1913-14—is not high. It was 1s. 2½d. in 1903-4. The total debt for educational purposes in 1903 was £246,681, and it is now £252,208, so that the amount borrowed during eleven years has been somewhat more than the sum repaid. As regards elementary education, comparing the figures for 1903-4 with 1913-14, salaries of teachers have advanced from £43,381 to £49,549, debt charges from £13,661 to £20,038, and other expenses from £17,091 to £21,580. There is nothing abnormal in these increases, but the figures for higher education during the same period indicate that in the sphere of education other than elementary there has been rapid development. The salaries of teachers, in this account, have gone up from £9,410 to £18,027, debt charges from £1,653 to £8,563, and other expenses from £4,706 to £13,650. In this department of education the advance has been shared by the Government, the grants having increased from £8,132 to £15,687.

Secondary Schools. THE Brighton Municipal Secondary School for Boys appears to be making satisfactory progress, and had 614 pupils on the roll in October last. The cost per pupil is about £11. 9s. 6d., of which sum £3. 13s. 2d. was derived from Government grants, £3. 15s. 2d. from pupils' fees, and £3. 18s. 2d. from rates. The girls' school, with 401 pupils, cost £10. 12s. 8d. per head, of which £4. 15s. 4d. came from the Government, £3. 6s. 3d. from fees, and £2s. 5s. 9d. from rates. In the Municipal Technical College there were 80 full-time and 89 part-time day students, 120 training college students, and 1,070 pupils attending evening classes. The Committee's scheme for the preliminary training of teachers makes provision for 15 boys and 40 girls annually. The number of student teachers trained in Brighton in 1913-14 was 8 boys and 16 girls. With a view to meeting the deficiency, the Committee proposes, as a temporary expedient, to enable a certain number of children who remain in the elementary schools beyond the scholarship age—viz., 11-12 years—to enter into training for the teaching profession, if recommended as suitable by the head teachers of their schools.

Wiltshire Salaries. AT a recent meeting of the Wiltshire Education Committee the Teaching Staff Sub-Committee recommended some improvement in the remuneration of head teachers, but adjourned the consideration of amending the scale of salaries for assistant teachers. It was suggested that the number of certificated assistants is at present not so large as to make it impossible for promotions to headships to be secured within a reasonable time. A period of nine years (five for a woman) elapses between the appointment of a certificated man teacher from college and the time when he reaches his maximum salary. After the lapse of these years a competent teacher should

have secured a headship. In the past this has not been possible because the number of head teacherships falling vacant to which sufficiently high salaries are attached has been inadequate. This view was not accepted by the Committee, and the Sub-Committee was requested to bring up a revised scale of salaries for certificated assistant teachers.

THE Special Schools After-care Sub-Committee of the Birmingham Education Committee has issued a report which is of special interest and value at this time. The Sub-committee, since its formation in 1901, has dealt with 1,956 cases, of which 1,257 were mentally defective, 151 deaf, 485 cripples, and 63 partially blind. Of the mentally defective, 397 are doing remunerative work, that is to say, earning wages varying from 6d. to 30s. a week, the average being 9s. 2d. The remainder, with the exception of 306 who have been lost sight of, and 116 transferred to ordinary schools, are still in institutions, or living at home, doing no paid work. The reports on the deaf, it is stated, have always been satisfactory, and this year's returns form no exception to the rule. Of 151 cases, 72 are doing remunerative work. Regarding the cripples, 44 of the 485 are dead, and of 235 who have left school and whose whereabouts are known 42.1 per cent. are earning wages.

THE Council of the City and Guilds of London Institute state in their report that the inclusion of the Central Technical College as a school of the University of London has been a distinct advantage to the students by enabling them to obtain an Engineering Degree as internal students of the University. The Council venture to think that it has also been to the advantage of the University, having regard to the number of engineering students presented by the Institute's college. Since the first year of the examination (1903) nearly half the total number of Internal degrees conferred by the University in Engineering have been taken by students of the college, the figures being as follows:—

	1903-1913.		
	Honours.	Pass.	Total.
City and Guilds (Engineering College) ...	170	65	235
All other colleges of the University ...	173	112	285
Totals ...	343	177	520

The Report of the Council shows that the various branches of the Institute's valuable activities are making extremely satisfactory progress.

THE evening school, or class, which accepted all-comers, and frequently led from "nowhere to nowhere," is no longer encouraged; and the evening student is not welcomed unless he produces suitable credentials, and is prepared to pursue a correlated course of instruction. There is no doubt that much labour and money have been wasted on evening classes, and that the determination to invest them with an educational purpose is wise. At the same time it is not to be forgotten that many working men in the past were frequently aided mentally, morally, and also materially, by the discarded "detached" class recognized by the Science and Art Department. The class was, perhaps, started by an indifferent teacher, content with "payment by results." The student may have been attracted only by the title of the subject, and may have possessed an inadequate foundation of preparatory knowledge. But he became, in a humble way, a student; he obtained some knowledge and an appreciation of the value of knowledge. It will be unfortunate if the wise determination to place evening class instruction on a strictly educational basis eliminates the possibility of enlisting students of this type.

THE above reflection was suggested by certain possibly necessary conditions and regulations adopted by the Leicestershire Education Committee—for educational and economical reasons—regarding the recognition of evening schools during the coming session, and also in view of the pressure constantly exerted by the Board of Education in favour of "grouped courses." Evening classes have a social as well as an educational value to the community; but, no doubt, a Local Authority, with limited funds at its disposal, is obliged to endeavour to obtain the best educational value for any expenditure it incurs. In Leicestershire, in 1913-14, there were 5,230 evening students on the registers and 3,990 qualified for grant, the average hours of attendance per student being 40. The total cost of the classes was £4,720, of which the county contributed 57 per cent. It must always be an open question whether

it is more productive, educationally, to spend £1 per head on 4,000 pupils or £10 per head on 400.

WE have received a prospectus of the University courses in the Municipal School of Technology, Manchester, the calendar of the Municipal School of Art, and the prospectus of the Municipal School of Domestic Economy, all of which are admirably arranged and attractively presented.

SCIENCE NOTES.

FOR months past Delavan's comet has been watched by astronomers, but it has only recently become an easily distinguished naked-eye object. In the middle of September it was south of the pointers of the Plough; during October it will move south of the well known group towards Arcturus. With a binocular the general shape of the tail can be discerned on a clear night, and there should be little difficulty in seeing the brighter part, which extends for three degrees or more. In the British Isles the comet remains above the horizon throughout the twenty-four hours, and a good time for observation is two hours after sunset, provided that there is not too much moonlight. During the third week in September the star 31 Ursae Majoris shone brightly through the tail when viewed through a 3½-inch telescope.

THE opening address given by Sir Everard im Thurn to Section H of the British Association carried more than ordinary weight, by reason of the distinguished position which its author has held as an anthropological administrator in tropical places. It was also deliberately addressed to a wider audience than professed anthropologists, technical terms being avoided or explained. Many of our readers are interested in psychology, and to such we can commend the perusal of this essay on the primitive character of Polynesians, especially of Fijians. Students of Dr. McDougall's works will hardly need reminding of the use made by the author of his experiences in Borneo; but Sir Everard im Thurn aims simply at discovering the springs of action of the Fijian, especially as regards cannibalism, with little more than a hint of their connexion with animal "instincts." It is remarkable how different is (or should we say "was"?) the attitude of primitive man towards the ownership of property from the sentiment of proprietorship held by an English child. One does not often find a little boy who would not resist, "nor even wish to resist, the taking from himself of property by any one who could and would take it."

LAST month we cautioned our readers to avoid unnecessary expenditure of glass tubing. This warning may be extended to glass apparatus of all kinds, and also to porcelain. Practically all school laboratories depend for these goods on German factories. For many purposes lids of crucibles can take the place of crucibles themselves, and even lids of cocoa tins, &c., can be pressed into service. It may not be out of place to remind our readers that the oxides of lead react with porcelain and glass somewhat readily.

AMONG scientific industries which, it is to be hoped, will now receive encouragement as branches of English manufacture are—(1) "Berlin porcelain," i.e. porcelain of the finest heat-resisting quality; (2) "Jena glass," which is a borosilicate containing oxides of zinc and barium; (3) thorium nitrate, used for incandescent mantles; (4) drugs such as formaldehyde and salicylic acid; (5) photographic developers. In many of these instances England has not been under any disadvantage in the past as regards access to raw material, nor is her position likely to be injured in this respect. Thus the main source of thorium is monazite sand, obtained chiefly from Brazil.

As a systematizer, with an unsurpassed genius for name-giving, classifying, and compiling, Linnæus is known to all. A few months ago the University of Upsala issued a course of lectures, collated from students' notes taken during the period 1748 to 1752, which reveal Linnæus as inspired with a deep sense of philosophy and humanity. We should be grateful to the native student who

would give us an English translation of Linné's "Föreläsningar öfver Djurriket" (Lectures on the Animal Kingdom).

IN 1859 Kirchhoff established the coincidence of the bright lines from glowing sodium with the D lines of the solar spectrum, and also showed that sodium vapour could produce the dark lines by absorption. It is historically appropriate that sodium should now be used to demonstrate the principles to beginners, but it is, perhaps, a mistake to stop short and remain contented with a single pair out of thousands of solar lines. The *b* group in the solar spectrum is characteristic and well defined, and the correspondence of three of these lines with bright lines from burning magnesium is so easy to observe as to form an instructive exercise within the experimental capacity of students. We do not remember to have seen this exercise in any school textbook or syllabus. The *b* group, which is quadruple if sufficient dispersion be used, appears triple in an instrument of small resolving power, but, even so, the spacing of the lines has an individual character, which renders the group identifiable.

IDOLA LINGUARUM.

ENGLISH LITERATURE AND LANGUAGE.

By LILIAN M. FAITHFULL.

DURING the Conference of Teachers, held at Stratford-on-Avon in the beginning of August, an interesting discussion took place upon the methods of teaching Shakespeare. It amounted, in fact, to a discussion upon the methods of teaching English literature in general. It was clear that during the last ten years a great change had taken place in the whole conception of English teaching, that the old system of piecemeal study was obsolete, and that the study of literature had come to be regarded from a different point of view. The various speakers laid stress upon the necessity for a comprehensive grasp of characterization and of plot, and upon the encouragement of a feeling for the language and rhythm of poetry, arguing that the disentanglement of difficult passages had assumed too great an importance, and tended to overburden the memory with elaborate historical or philological notes. It was insisted further that infinite care was necessary in order to reveal the essential beauty in passages notable for their profound emotion or subtlety of thought, since it is a matter of greater importance that pupils should feel rightly about literature than that they should understand every passage precisely.

These are the very points that I would wish to insist upon in speaking of the general teaching of English literature and language. Long ago Mr. Birrell told us that the first thing for people to be taught is to enjoy great things greatly, and I certainly hold that the primary care of every teacher should be to make pupils enjoy the great things of literature greatly. This enjoyment is necessary if an impulse is to be given towards that further independent and scholarly study which alone can result in something more than a superficial acquaintance with English literature. That this view is generally accepted is proved by the tendency to give up the teaching of the history of literature in favour of the detailed study of set poems, a change which marks, on the whole, a step in advance. Pupils are always ready to think that they know poetry or prose works because they know a good deal about them, and discount the value of acquaintance at first hand. There is, however, a danger lest the reaction against sketches and outlines of English literature should be carried too far. We cannot dispense with that knowledge of the author, his friends, his environment, and his age which helps the student to a fair judgment of his work. How are Addison and Pope and Swift to be appreciated by anyone without touching on the politics and society of the eighteenth century, its intrigues, and its antagonisms? The criticisms of examiners again and again emphasize the indifference in candidates to chronology, and the grouping together of authors widely separated from each other by some scores, if not hundreds, of years. This indicates the

necessity for some framework into which to fit a knowledge of men and books.

It is, moreover, unquestionable that the friendship born of familiarity with an author—his daily life, his habits, his friends—is in the case of children the best introduction to his work. All children are attracted by stories of real people; they will readily make friends and heroes of men of letters as well as of men of action, and will go to a book with a wholly different and more intelligent interest if they already know what manner of man the writer was. This is the case with such authors as Charles Lamb, or Sir Philip Sidney, or Goldsmith. Arnold Bennett, in the following passage, endorses this opinion: "It is extremely important that the beginners in literary study should always form an idea of the man behind the book. The book is nothing but the expression of the man trying to talk to you: trying to impart to you some of his feelings. An experienced student will divine the man from the book; will understand the man by the book, as is, of course, logically proper. But the beginner will do well to aid himself in understanding the book by means of independent information about the man. He will then at once relate the book to something human, and strengthen in his mind the essential relation between literature and life."

This humanizing of literature should be one of the aims of the teacher, and in order to carry out the idea it is well, if possible, to correlate the teaching of literature and history. Experience proves that this can be achieved only in a measure, for in planning a syllabus for the treatment of contemporary history and literature it will often happen that the literary period will be full to overflowing, whilst the corresponding historical period is comparatively barren, and *vice versa*.

Or again, it may be that, while the history of a certain period is highly suitable, the class are unable to appreciate the corresponding literature. It would be impossible, for instance, to enter upon the study of the metaphysical school of poets with pupils who had only just emerged from the "story" stage of literature. In these days of overcrowded time-tables far more co-operation is required between the teachers of different subjects in order to avoid overlapping. Either a history or a literature lesson may include the survey of social conditions and religious feeling, but it is not necessary that these subjects should be dealt with again and again: for example, in the eighteenth century, when the men of letters figure largely in politics, a history lesson may justifiably be devoted to them. Drawing lessons may also serve to emphasize both literature and history by the selection of subjects for illustration from the period actually under treatment. I would suggest that the English curriculum in schools should be carefully considered, working upwards from the lowest form to the highest, with a view to giving a girl or boy who has remained at school from the age of eleven to that of seventeen or eighteen a sound knowledge of the outlines of English literature, and of the chief prose writers and poets represented, not by extracts, but by a thorough acquaintance with truly characteristic works.

It must be borne in mind that "some books are to be tasted, others to be swallowed, some few to be chewed and digested." Certain plays or poems should be studied in detail, and a large number read rapidly in order to obtain a general idea of the author's work and to foster a thorough enjoyment of the subject. I would here urge the importance of reading or acting every play of Shakespeare as a whole before permitting the study of it scene by scene, and I would insist that every poem studied in school should be read through perhaps more than once before embarking upon notes and explanations of parts which the teacher may imagine unintelligible long before the pupil has felt them to be so. I would note also the great mistake, now generally admitted, of attempting to teach children what should be their feelings towards any character in a play or poem. This is, of course, one of the most interesting points with which a teacher has to deal, and it is hard to refrain from touching upon it; but, while everything may be done in the way of pointing out traits or significant features, the building up of the character and the formation of the final estimate should be the work of the child

alone. For this reason the summary of any character found at the beginning of school editions of any poet or dramatist should be studiously kept from the pupils until their own conclusions have been drawn, after which it can profitably be compared and discussed. There will be almost as many and varied estimates as there are pupils in the class, and the delight of those who find themselves in agreement with an acknowledged authority will be intense.

Here I would insist upon the importance of the choice of teachers possessed of a feeling for style and a real enthusiasm for literature. This may seem to go without saying, but the teacher with the power of feeling and communicating that enthusiasm is not easy to find. The natural tendency to reserve in English men and women makes it specially hard to find the teacher with the power and the courage to let himself go in order to evoke a corresponding feeling in the class. For one must remember that the national reserve will affect the pupils as well as the teacher and make his task difficult. Those who have some dramatic gift, whether conscious or unconscious, will find it easier to make the class forget their self-consciousness in the enjoyment of the works which they are studying, and this will help them both to a better understanding of their author and to a more natural and unforced expression of their own feelings. Other essential qualifications are a wide general culture, a knowledge of art in its various departments, and a thorough acquaintance with history. In addition, such a teacher should possess a talent for reading aloud, since this is one of the best aids to the development of true literary appreciation. Above all, this is true of poetry, for as a matter of fact—among young people, at all events—there are a number who like a stirring ballad, such as Macaulay's "Horatius," or a story in verse, such as Scott's "Marmion," and yet have no real love and appreciation of poetry. I have often been struck by the fact that if a large class is asked whether, on being left in a room with a number of new books of prose and poetry, they would pick up and read prose or poetry, the vote of a large proportion is in favour of prose. A natural love of poetry seems comparatively rare, and it appears to be necessary that the feeling for it, and the understanding of it, should be communicated by a real enthusiast. I have a firm belief that if you were to ask the whole roll of Honour students in English literature what had created in them the desire to study the subject, it would be the love of it awakened by a teacher or a friend.

I do not propose to enter upon the subject of philology, as this paper is intended to deal more with school than with University work, but the teaching of style and composition and the study of words is full of problems and difficulties. Just as the study of literature depends upon arousing the appreciation and feeling for it, so, too, I believe that if you are to free the study of composition and style from the charge of dullness, you must first of all arouse in children an appreciation of words, not so much for their meaning as for a feeling of their power, not for their origin and history, but for their beauty. This feeling must be encouraged in opposition to the tendency, hitherto dominant, towards regarding sentences merely as material for paraphrase and analysis. No amount of formal lessons or rules could ever produce the perception of good or interesting writing, yet this is in the highest degree necessary if pupils are to approach literature in a spirit of true understanding. It is therefore necessary to encourage a natural appreciation of the lilt of verse, of the vigorous language of the old ballads, and of the music of Spenser. When this has been aroused, a feeling for words themselves and a pleasure in exact expression of thought will inevitably develop together with an ever-growing consciousness of the possibilities of speech.

The average Englishman and Englishwoman of to-day make use of a miserably poor vocabulary, though they have the richest language in the world to draw upon, and this, I think, is due to some extent to the greater freedom of speech allowed to the younger generation. Slang and colloquialisms are tolerated not only in the home, but in social converse with masters and mistresses, sometimes even in the classroom; they have crept into essay writing also, and the

language of the playing-fields is used without discrimination and made to do service for every occasion. The vocabulary of the average schoolgirl grows more and more restricted; her admiration is usually expressed by "ripping," her disapproval by "rotten," and these two words are applied promiscuously to people, games, views, nature, weather, music, or pictures, whilst all other terms of appreciation or depreciation are instinctively regarded as somewhat affected or pedantic. Consequently language becomes impoverished, and if an effort is sometimes made towards a greater wealth of expression, the result is a hybrid production, composed of two absolutely inharmonious elements, the colloquialisms imported from everyday speech, and the adjectives and phrases borrowed from books. As a result the language of educated young people to-day becomes entirely divorced from true literary expression.

A remedy for this evil lies in appreciation of the fundamental beauties of speech, and it should be the business of the teacher to evoke and encourage enthusiasm for the beauty of words. A class once trained to listen will detect beauties and flaws which would have passed unnoticed in writing, and when appreciation has been awakened and the critical spirit encouraged it may be applied by pupils to their own work as well as to the work of the great masters. This is best done by reading aloud papers sent in and inviting the class to criticize them. Girls, especially, get eager and interested in discriminating between good and bad work; they will often find pleasure, as Stevenson found it, in imitating the styles of various authors. It is astonishing to see what bold attempts children of ten or twelve will make at writing blank verse, composing a sonnet, or turning out riddles in imitation of Cynewulf.

Nothing that stimulates a feeling for right words should be despised, and a very successful teacher has made the following experiments with a class of small children of ten to eleven. (a) The teacher reads aloud well written passages in prose and verse, and lets the class make a list of the words or phrases which appeal to them most; (b) the class is encouraged to find passages which they would like to have written themselves and to point out the thoughts and phrases which they admire most; (c) the class visualizes and then writes its impression of some picture or scene. In this way words and phrases are suggested which might not otherwise have occurred; (d) for composition, where the class is fairly imaginative, the children may be allowed to sit for a few moments with their eyes shut, imagining they are in communication with the theme of their composition. The most charming results have been obtained with a class of small children by telling them to shut their eyes and pretend that the stream, or flower, or whatever they were going to write about was whispering its secret.

All subjects for composition should be carefully selected, and pupils should never have to write upon one about which they know nothing and care less. A great mistake is sometimes made by forcing children to write a formal literary criticism at too early an age, and with young pupils I should suggest the value of "word-pictures," or short compositions upon a single word, such as wind, shadows, dust. These afford excellent beginnings in the matter of composition, as they allow of an infinite variety of treatment.

The war concerning the teaching of grammar is still raging, and will probably continue to rage; but it will, I think, be agreed that the main defects to be deplored in the writing of English do not arise from a lack of grammatical knowledge, but rather from an impoverished vocabulary, clumsiness in construction, misapplication of terms, want of lucidity, and a lack of feeling for grace, beauty, and neatness in composition. These are the crying faults of the day, and to the list must be added, in the case of girls, an almost ineradicable tendency to diffuseness and irrelevance. The classical education which most boys receive encourages conciseness, precision, and a greater sense of the values of words; they do not require the warning against fine writing which has to be constantly reiterated when teaching girls, but to the latter a study of Bacon's "Essays" may come as a useful corrective.

There is no marked difference in grammatical accuracy between the children who have been taught formal grammar and those who have not, and I am of opinion that, on the whole, it would be best to teach formal grammatical rules and terminology through the medium of foreign languages, applying these to English as occasion offers. It is true that analysis sometimes awakens interest, but parsing seldom or never, and I agree with those who hold that it is worse than useless to attempt to teach parts of speech by definition. Language should never be regarded merely as a linguistic exercise; words should be living realities to be made friends with, not dead bodies to be dissected. They should be treated with reverence and care, and children should learn to adventure with them and to experiment in the use of language.

JOTTINGS.

La Réforme Intellectuelle et Morale publishes a letter of Renan to Strauss, dated September 15, 1871, singularly apposite and prophetic. We quote two sentences:—"L'outrance est mauvaise; l'orgueil est le seul vice qui soit puni en ce monde. Triompher est toujours une faute; en tout cas quelque chose de bien peu philosophique." "J'ai travaillé dans mon humble sphère à l'amitié de la France et de l'Allemagne; si c'est maintenant le temps de cesser les baisers," comme dit l'Ecclesiaste, je me retire. Je ne conseillerai pas la haine, après avoir conseillé l'amour; je me tairai."

It is seriously maintained, not only by German diplomatists, but by her professors and pastors, that England has deliberately provoked war because she was afraid of her German rivals in industry and commerce. In this connexion it is worth recalling Lord Haldane's speech made only a month or two ago at the opening of the re-constituted Hartley University. "I am not," he said, "the least afraid of the invasion of German armies, but I am very much afraid of the competition of men trained in German Universities and schools."

THE Royal Drawing Society has this year examined some 60,000 candidates from over a thousand schools. The prize winners vary in age from nine to twenty-one, and come from regions as remote as Rio de Janeiro, Pietermaritzburg, and Darjeeling.

DR. MONTESSORI will deliver a course of eight lectures in London from October 6 to November 21. The fee for the course, including practice work and observation, is 12 guineas.

MISS E. LAWRENCE, Principal of the Froebel Institute, will deliver a lecture on "Free Kindergartens," at the College of Preceptors, on the 7th inst., at 7.30 p.m.

ON August 29 Edward Carpenter was presented with a congratulatory address on the completion of his seventieth year. A few names taken at random among the signatories will show how profound his influence has been among men of divers creeds and nationalities: James Adderley, Augustine Birrell, Prince Kropotkin, H.H. Margaret of Sarawak, Rabindranath Tagore, Israel Zangwill. He himself has passed through many phases of thought since he began life as the curate of F. D. Maurice, but all his works have revealed "the man behind the book," the same spirit of comradeship, of love for his fellow man, and self-sacrifice.

WE hope that the Committee of the Classical Association, which is considering the application of Direct Method principles to the teaching of Latin, will include in its report a list of available textbooks. Those of the Perse School are well known, but among the medieval Latinists there is a rich mine that has been little worked. The Colloquies of Corderius and Erasmus will come home to boys' business and bosoms. It is assuredly a profanation to read Virgil with a class who, as Canon Cruickshank reports, regarded the story of Dido as a screaming farce, and when they read how, at the sack of Troy, the dishevelled matrons kissed the doorposts, were convulsed with laughter. Whether the child who has had the advantage of a Latin-speaking *bonne* (there was the other day an advertisement for one), and has been taught to relate in

Latin a bicycle ride, will be led at a later stage to appreciate the "Aeneid" and Tacitus, is another question.

WE note for reference the dimensions laid down by the Board in the new Building Regulations for Secondary Schools. Classrooms must be provided at the rate of at least four for every 100 pupils, and each room must be designed for not more than 30 or less than 15 pupils. There should be an extra room to hold from 10 to 15. A lecture room counts as the equivalent of one classroom. The classroom should be designed to take single desks, and this, allowing for an 18 in. gangway between them, works out at a floor area of 16 to 18 square feet per head. The playground must provide at least 50 square feet per head; and the minimum size is 750 square yards. The minimum size of a playing-field, which is compulsory, is two acres. We regret that the Board has not furnished estimates of the probable cost of buildings designed for 100, 200, 300 scholars.

ABBOTSHOLME School is celebrating, on the first of this month, its Silver Jubilee, and the Bureau International de Documentation Educative is publishing in its official organ, *Minerva*, a full account of the "New School" movement at home and abroad, together with a chronicle of the parent school.

THE London Library is appealing for German books for German prisoners of war and suspects, and French books for the Belgian refugees. Parcels should be sent to the Librarian, London Library, St. James's Square, S.W.

A BRIGADE of five thousand public-school and University men has been formed, and it is confidently expected that it will be followed by a second. Nearly all the men know their drill and can shoot. This is a useful outcome of the old Cadet Corps.

AMONGST the classes who will be hit hardest by the War are private teachers of music, drawing, and other arts. A large number of men, and women also, who have been earning a livelihood by private teaching in Continental cities are now stranded in England, and the women especially are finding it difficult to get employment. No class is more deserving of help than such teachers.

MOST Education Authorities are paying teachers who are away on active service their full salaries, less Army pay, and keeping their places open for them. Sir Philip Magnus, Chairman of the Secondary Schools Association, has suggested that Governing Bodies of Secondary Schools should do the same. The elementary justice of such a course must be plain to everyone, but where are the governors of an ordinary endowed school to get the money? We think it is a case for a special grant, to be sanctioned by Parliament.

OWING to the War, the presentation of his portrait to Mr. W. G. Rushbrooke, of St. Olave's School, has had to be postponed. The portrait, which is by Mr. Hugh Rivière, was sent to Berlin in order that reproductions might be executed by the Berlin Photographic Company—and at Berlin it still remains.

THE Head Master of Colchester Grammar School, who has been for the last few weeks holding classes of Red Cross workers, has composed for their benefit two very simple guides to French and German conversation (by Shaw-Jeffrey; Hachette, each 6d. net). They are drawn up by a skilled teacher who knows what is wanted, and should be given to all who have to do with French or German sick or wounded.

"THE King's Message to his Peoples Oversea," now published with His authority, by Methuen & Co., is a noble answer to the insolent and mendacious challenge of the German Emperor, a calm, yet passionate vindication of right against might, the voice of peoples speaking through their Head, instinct with faith and hope though the name of God is never mentioned. "The Kaiser," said a witty American, "seems to have no friends but the Almighty, and we have only his word for it."

MR. WILLIAM LORING, the Warden of Goldsmiths' College, New Cross, is absent this term, having joined his Corps, the Scottish Horse, at Aberdeen. Sir Frederic Kenyon had also joined the Inns of Court Corps, in which he is a captain, but was recalled to his post by the Trustees of the British Museum.

THE OXFORD VACATION TERM FOR BIBLICAL STUDY.

THE twelfth Vacation Term for Biblical Study was held at Oxford from July 25 to August 15. It will always stand out apart from all other Vacation Terms in the memories of those who attended it for three reasons. First, the war cloud, which had been gathering towards the end of the first week, broke in the second week, bringing with it for all varying degrees of anxiety and trouble. Secondly, the calmness and self-control with which the trouble was met were remarkable, and the decision of the Committee and of Somerville College to let the course go on as previously planned was wise and prevented any possible tendency to panic. Thirdly, in the present writer's experience of seven Vacation Terms, never before have the lectures so closely illustrated the central scheme, and never before has such a remarkably even standard of excellence been reached.

The central idea running throughout the scheme was "The Vital Relation of Personal Religion to the Corporate Life of the Church." The inaugural lecture, on "The Corporate Character of Individuality," was given by Canon Scott Holland. The Regius Professor of Divinity first worked out his theme in connexion with the relation of the individual to the State. "Individualism is the worst foe of Individuality"; it is only in the corporate life that individuality can come to its own, and "the significance, the initiative, the worth of the individual, rises with the rise of the State, because the more the State does the more you have to do, for you are the expression and embodiment of the State." He then turned to the Christian position, reminding his audience that "our religion magnifies and sanctifies the individual." But it has done this by intensifying the representative character of individuality. "In Christ as Messiah the people of God is summed up, and we as individuals acquire value by our incorporation in the One Body." "Only by passing into a wider corporate existence do we rise to our full individual capacity."

In the first week an interesting course on "Ezekiel" was given by the Rev. W. F. Lofthouse, M.A., of Handsworth College, Birmingham. Ezekiel was considered as the Man, the Prophet, the Priest, and the Theologian; and the importance of his teaching in the development of Hebrew thought was well brought out. Ezekiel carried on and worked out Jeremiah's teaching as to individual responsibility; he saw that the repentance of the community can only be accomplished by the repentance of individual souls who belong to the community; he first began to work out the doctrine of the Spirit of God. Those who heard the lectures can never again regard Ezekiel or his book as uninteresting; rather will he be thought of as a pioneer in religious thought, "a creative artist, and a social reformer."

The course given by the Rev. Dr. McNeile, Dean of Sidney Sussex College, Cambridge, on "The Development of Personal Religion in the Old Testament and in the Gospels," was a masterly sketch of the progress of Hebrew religion from the earliest times to its climax in the New Testament. The lecturer showed that there are indications in the Old Testament that the earliest form of Hebrew religion was polytheistic, but that, as the teaching of Moses was gradually realized, the Israelites became monotheistic. In both these stages religion was personal as well as national, but was selfish, conditioned by man's fear of what the Deity might do if not placated. Then came the great prophets, and with them a mighty transformation. Belief in one God, and that God a moral God, requiring morality in His followers, took the place of the older belief. Dr. McNeile differs from many modern scholars, in that he considers monotheism to be not a development from henotheism, but a contradiction of all that had gone before, a special mystical revelation given to the great prophets. The development of personal religion in the post-exilic period, as seen in the Law, the Psalms, and the Wisdom Books, was next traced, and it was shown how the problem of suffering gave rise eventually to eschatological expectation and belief in a future life. In the Gospels personal religion reached its climax. "Personal religion in others means reaching out to God. In Christ it meant complete and unvarying communion." Dr. Neville Figgis, C.R., gave a brilliant lecture on "Ideal Politics." Beginning with Plato's "Republic," he went on to consider St. Augustine's "De Civitate Dei" and Hooker's "Ecclesiastical Polity." He showed how, with Machiavelli, there began that spirit of nationalism which became increasingly important in the next three centuries. Fénelon's "Télémaque" and his "Letter to the King" were considered, as preparing men's minds for the French Revolution. Finally, Nietzsche's "Thus spake Zarathustra" was dealt with, and Nietzsche's importance as "the first European thinker of world-wide fame to note the failure of democracy" was pointed out. Mrs. Stuart Moore

(Evelyn Underhill), in her lecture on "The Mystic and Corporate Life," showed, by reference to the great mystics, that the mystic attains his highest development not when he is cut off from corporate life, but when he remains as a loyal member of the Church. The mystic's treasure is not for himself alone, but for the whole body of Christians, which is another way of expressing the doctrine of "the communion of saints."

In the second week the Rev. Dr. Anderson Scott, of Westminster College, Cambridge, gave a course of four lectures on "The Religious Experience of St. Paul." Paulinism was considered "not as a system of thought, but as a network of religious conceptions and convictions, together with their issue in a certain type of character and conduct." "St. Paul's thinking as a Christian was rooted in his experience as a Christian." On these lines St. Paul's teaching about Redemption, Salvation, Justification, the Person of Christ, and the doctrine of the Holy Spirit, was carefully and thoughtfully dealt with. Prof. Kirsopp Lake, of Leyden, lectured on "Life within the Christian Community in the First and Second Centuries." The lecturer treated his subject from the psychological rather than from the historical point of view. He considered the influence of its surroundings on the early Christian Church and on the Church's solutions of the problems which arose. The reconciliation of the "world-renouncing" ethic, which was possible when the world was thought of as coming to an immediate end, with the "world-accepting" ethic of an ordered society, was discussed; and it was concluded that the little church in Jerusalem was trying an experiment which had to be postponed because human nature was not ready for it. The effect of the specifically Christian doctrines and practices—the "breaking of bread," the identification of Jesus with the Messiah, the consciousness of inspiration by the Spirit—on the differentiation of the Christian community from their Jewish brethren, was considered. The influence of the Roman Empire on the Church in three directions was traced: (1) the ideal of something greater than nationality, which the Roman Empire stood for; (2) the cult of the Caesars, which, on its good side, implied a recognition of the immanence of God in the world, and counteracted the Jewish tendency to a transcendent theory of the Deity; (3) the sacramentalism of the mystery religions. Finally, the lecturer gave a sketch of Church life in Rome in the second century, as depicted in the "Pastor" of Hermas. The course was extremely interesting, as Prof. Lake connected the experience of these early Christians with the experience of Christians today, their problems with ours. Prof. Lake also gave a single lecture on "The Didache." Two excellent single lectures were given, on "Tendencies to Individualism in Ancient Oriental Religions," by Mr. Stanley A. Cook, of Cambridge, and on "The Book of Lamentations: a study in Personal Religion," by the Rev. Dr. Oesterley.

In the third week a very able course on "The Relation of the Individual to the Community" was delivered by Mr. Clement C. J. Webb, M.A., of Oxford. The lecturer said that side by side with a general tendency to individualism in religion was a counter tendency to emphasize the importance of the community, to study religion as belonging to the group-consciousness only. These counter tendencies combine in support of a far-reaching scepticism as to the presence in the world of The Good, apart from humanity. Ritschlianism and its counterblast Roman Catholic Modernism, with its affinities to the Bergsonian philosophy, the French sociologists who belong to the school of Comte, the theories of Miss Jane Harrison and of Mr. Cornford were all reviewed in an illuminating manner. Next, a sketch of the history of European thought during the last one hundred and fifty years showed how the pendulum swings backwards and forwards—the Rationalism of Voltaire was followed by the Sentimentalism of Rousseau; the attempt of the French Revolution to destroy the political traditions of Europe called forth the rise of historical science in the nineteenth century. After a discussion of the Hegelian philosophy of religion, the principle underlying Plato's "Republic"—that the institutions of the community express something in the soul of the normal member of the community—was examined in some detail. The Pauline conception of the life of the community whose life is nothing else than that of God Himself was seen to be the only satisfying conception. The relations of Church and State from St. Paul's time to the present day were briefly reviewed, and Feudalism, State-Socialism, Syndicalism, the position of Corporations as personalities with regard to the law were all discussed. The solution of the problem of the relation of the individual to the community is to be sought in Christian love: "in religion man becomes conscious of a nature which he has in common with others, but also of a relation to God which is unique. Love of God and love of the community are not divided: love is not two, but one." Lack of space forbids more than a brief mention of an interesting and valuable course on "I and II Corinthians," by the Rev. S. Kirsbaum, B.D., of King's College, London.

Finally, Dr. Sanday gave two lectures on "The Evolution of Religion," in which he divided the stages of the development of religion into four: (1) the period of rudimentary Nature- and spirit-worship, when stones, trees, and springs were held sacred; (2) the period of theriomorphic and anthropomorphic worship (either separate or com-

bined), as that of the Sumerians, Assyrians, Babylonians, Egyptians, and Greeks; (3) spiritual religion in the pre-scientific stage, *i.e.* from the Hebrew prophets of the eighth to the sixth centuries B.C. to the sixteenth century A.D.; (4) spiritual religion in an age of science, *i.e.* from the sixteenth century to the present day. The lecturer thought that the course of personal and spiritual religion, begun with the eighth century prophets, passed on without a break into Christianity; the real break came with the growth of modern science. This has involved the necessity of (1) adjusting the whole body of our ideas to the conception of an *infinite* cosmos; (2) a revised doctrine of inspiration; (3) more systematic employment of the new methods of historical criticism. The lecturer concluded with a bold assertion of the liberty of prophesying: "It is self-evident that propositions of faith drawn up under newer conditions must differ from those of old times. It is necessary to make experiments. We have no choice but to make the attempt, determined in the last resort to yield to Truth and to nothing else."

EVELYN W. HIPPLEY, S.Th.

THE EXCHANGE OF TEACHERS THROUGH THE EMPIRE.

By ONE WHO HAS TRIED IT.

THERE is an interesting scheme on foot for interchanging teachers in different parts of the Empire. There can be no doubt that this may be of enormous value to the teachers concerned and in a proper educational system should constitute a kind of D.S.O., entitling them to a higher service and forming a valuable qualification thereto. At the same time it is essential that the right kind of men should go out, and it is equally necessary that teachers intending the move should be prepared for the task before them.

Most teachers, I fear, have a kind of Picture-Theatre idea of the Dominions, and, *per contra*, the people of the Dominions have a significant phrase about "making good" which has some connexion with the sign in Western Canada, "No Englishman need apply."

The present writer can speak only of first impressions of one dominion, but he has had experience of the grammar school in both agricultural and industrial England, of a well known Scottish school, and also for three years of school and University life on the Continent of Europe.

If his present experiences can be taken as of broad and general application, he would say this: the colonies stand for a tradition in which, at any rate in the past, there has been considerable looseness and liberty, where the parental hand has only interfered finally, although then perhaps firmly! It must, moreover, be borne in mind that growing sons will quite early be sharing in the father's work and will consequently take a semi-adult standing. If you wish to find references as to what this leads to when the custom remains but its use has departed, I advise you to overhaul your "Buster Brown" and especially your "Huck Finn," and further I would recommend a study of the "Charitable Grinder," and of Joseph Vance and his father, together with that of the boys in "Auld Licht Idylls."

Now when you have grouped this company into a school, under what conditions will they be there? You will remember that all, or nearly all, have very strongly the desire to get on, the good will and intention to work; there will be few dullards in your forms; everyone, even Huck Finn, will have his exercises done efficiently.

But they will also enter on their task with a good deal of eighteenth-century optimism. They will not have anticipated the thorns and shallow ground in which good seed may fall, but they will certainly take the first opportunity to slack off, to argue, to bait the teacher, and finally—as you are a foreigner with pretensions to superiority and also with a curious accent—to test you and put you in your proper place.

If you try to select ringleaders you will find you are fortunate if you have a good case, for it is going to be disputed

down to the ground and taken to the final court of appeal. If you start out firmly to deal with the class as a whole and insist on silence, we will say, then you must make certain of what your powers may be, what weapons are in your hands, and what attitude the authorities will have towards you—who are still a foreigner. If you are philosophic, and endure all things—I may mention that turning round to write on the board is a very provocative act—you will presently begin to disentangle the fact that many are willing to work, that they will ply you with questions, many at a time, and some spurious, that all boys will freely consult their neighbours, that principles you lay down will be readier accepted in general than in detail.

The teacher of some years' standing will smile and think these are a beginner's difficulties. Please remember that you are a beginner if you have taught for years, and remember, too, your pity for a foreign colleague who had no idea of order. The educational administrative Chief of this district told me, "I don't think we shall have any more Englishmen. They don't seem to understand our boys."

But, of course, the difference is one of degree only. It is the eternal boy, *créature adorable toujours*, and the most inadequate means, persisted in, will wear him down a little.

But there are aids you may not readily have thought of. You have inherited old traditions, moved in ancient ways. Only in extreme cases have you gone to the court of appeal. Mostly you have relied on a vague authority, the dominie's robe, what not. It exists here, too, in a different form. Five minutes' private talk, if you have the gift, will reduce your boldest rioter to tears, although he will begin again within two days. But with our boys at home, callous and indifferent, that has gone out. Again, here you have an opportunity of showing you are an intellectual force, and attention to the things of the spirit will be better than in the old country on the whole. It will be your fault too if, having survived half a year, you do not harness the desire, the fear, of passing examinations to your purposes. The supreme punishment is to be set back a year, a thing to be explained to parents with all Huck Finn's ingenuity, and involving a lurid and revolting picture of yourself in which you may find some features distorted and caricatured—but there!

These lines have been written that the would-be adventurer may know, and I am especially doubtful about the one year; if it were three it might be otherwise. Perhaps you would have forgotten your longing for green fields. Perhaps you would have turned your back on damp and dismal England, and gone in for real estate—though *hoffentlich* in three years you will find the people there. Perhaps you will have realized that you are in New Britain, with Scotch and Irish names like raisins in a plum pudding; then this country needs you, needs you to keep up its contact and communication with its heart, to which some day the ruddy drops may return.

W. M. C.

OFFER OF CAMBRIDGE TO LOUVAIN.

THE University of Cambridge has offered hospitality to the Catholic University of Louvain. The full meaning of this offer is explained by Monsignor Barnes, Catholic Chaplain of the University of Cambridge. Louvain is invited to migrate to Cambridge and there to continue its own separate studies, granting its own degrees, while Cambridge supplies living accommodation and all facilities for the technical carrying out of this work.

If the proportion of absentees is the same at Cambridge as at Oxford, it should be possible to lodge at least a half of the normal muster-roll of Louvain students, and we hope the governing body of bishops will see their way to avail themselves of this generous offer. No more telling answer could be made to German charges of English self-seeking greed and hypocrisy.

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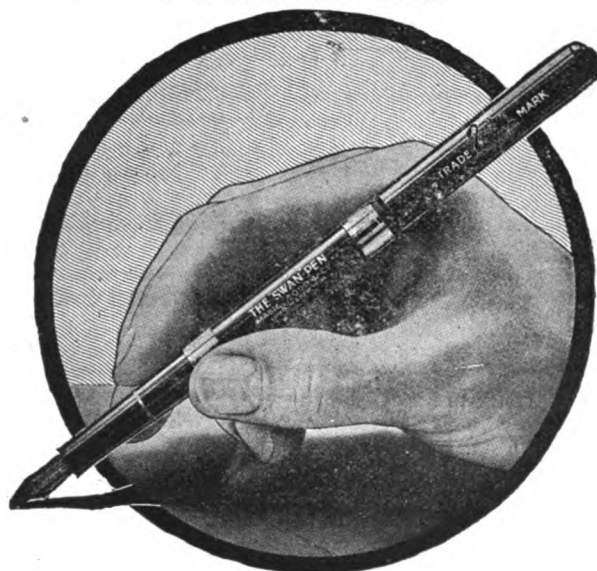
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I feel that I cannot express sufficient gratitude.

I am, Sir, faithfully yours, R. K. GULLEFORD.

Dear Mr. Clough,

37 Buller Road, Newton Abbot, Devon.
August 26th, 1914.
I am pleased to be able to inform you that I have obtained **Honours in History**. As I did not commence working until the end of November, I am very pleased with the result, which is entirely due to the help which I received from your Class.

Yours truly, ANNIE SADLER.

The School House, Highcliffe-on-Sea, Christchurch,

Dear Mr. Clough,

August 4th, 1914.
I received the result of the L.L.A. Examination this morning, and you will be pleased to hear that I have completed the requisite number of subjects for the Diploma and Title.

I wish to thank you for all the help you have given me, as I am sure that without your splendid papers I should never have been so successful. The fact that I joined your classes for Preliminary Certificate, and after I left Cheltenham College again joined the L.L.A. Classes, shows how much I appreciate the thorough instructions you give.

Believe me, yours faithfully, D. M. PHILLIPS.

25 Almeric Road, Battersea Rise, S.W.

Mr. G. B. Clough—Dear Sir,

August 4th, 1914.
I am pleased to be able to tell you that I have passed in **History and also Education Honours**. The result is very gratifying. Will you kindly thank my tutors, as I feel much of the success is due to their efforts and systematic marking.

I am, yours faithfully, LOUISA A. BARNETT.

HIGHER FROEBEL

Some Letters from Successful Students at the Higher Froebel Examination, July 1914.

G. B. Clough, Esq.—Dear Sir,
3 Dunheved Terrace, Saltash, Cornwall.
September 10th, 1914.
You will doubtless be pleased to know that the result of the Higher Froebel Examination at hand to-day shows that I have been successful, and have obtained **First Class in Literature, Zoology, Mathematics, and Singing**.

I feel that I owe my success entirely to your splendid tuition, as the work was entirely new to me.

I shall be pleased to have particulars of your Classes for Part II.

Yours sincerely, MAY C. GLINN.

Dear Mr. Clough,

September 10th, 1914.
I am glad to tell you that I have passed the Higher Froebel Examination, Part I. I have **Class I in Literature, Zoology, Botany, and Singing**, and Class II in Mathematics, Geography, and Child Hygiene. I thank you heartily for the thorough preparation your College gave me and the personal interest you took in my work, which I always enjoyed.

Will you please send me a syllabus and full particulars of Part II, which I wish to take in December, 1915?

Yours sincerely, ALICE C. COOMBS.

Virginia Cottage, Heamoor S.O., Cornwall.

Dear Mr. Clough,

September 12th, 1914.
I received the result of Part I Higher Froebel Examination last Thursday, and have obtained **First Class Passes in Literature, Botany, Zoology, and Singing**, and Second Class Passes in Elementary Mathematics, Hygiene, and Geography. I am perfectly satisfied with the result, and thank you very much for splendid help that you gave me. I will always warmly recommend your Classes to any person whom I may meet who is needing help.

Thanking you very much,

I am, yours sincerely, IRENE SERJEANT.

G. B. Clough, Esq.—Dear Sir,
Belsham, Bury St. Edmunds, Suffolk.
August 24th, 1914.
I am writing to inform you that in the recent L.L.A. Examination I was successful in obtaining **Honours in Geography** and a Pass in Mathematics. The result is extremely gratifying to me, and is entirely due to the thorough tuition that I received through your classes.

I should like to specially thank the Tutor in Geography who marked my papers most carefully and gave me such valuable notes.

Again thanking you and wishing your classes success in the future.

Yours faithfully, HILDA E. STERNE.

Westmeston School, Hassocks, Sussex.

Dear Sir,

August 3rd, 1914.
I have to-day received the result of the L.L.A. Examination. I am delighted to tell you that I have obtained **English Honours B** and a Physiology and Hygiene Pass.

As this was all I attempted I have reason to be well satisfied. It is more than I dared hoped for, as, owing to a very serious illness of my sister, my studies had to be abandoned for about three months just before the Examination, as you already know.

The result speaks well for your excellent tuition, for which I heartily thank you. I have previously studied under another Correspondence College for a different Examination, but I must say I consider yours much superior, and, I believe, less expensive. A good Correspondence College is most valuable to one living in an isolated country district as I do.

Yours faithfully, WINIFRED E. HOLDEN.

"Griffel," High Street, Harrow-on-the-Hill.

Dear Mr. Clough,

August 1914.
I have just heard that I have passed in L.L.A. **English Literature Honours** and French Pass.

I am very delighted with these results, which I attribute very largely to the excellence of your Correspondence Class.

Thank you very much indeed for all the trouble you took in assisting me in the choice of subjects as well as for the most valuable coaching I received as one of your pupils.

I am, your truly, ALICE L. RIGDEN.

Dear Mr. Clough,
Hazelwood, Leas Road, Guildford.
September 10th, 1914.
The result of Higher Froebel, Part I, came to-day. I have **Literature Class I, Botany Class I, Mathematics Class I, Singing Class I, Geography Class II, Hygiene Class II, and Zoology Class II**.

As I had rather a disturbed year of study, I feel very pleased with this result.

Will you please let me have information about Part II?

Thanking you for your splendid papers,

I am, yours faithfully, ELSIE G. POWELL.

3 Queen's Road, Hartshill, Stoke-on-Trent.
September 10th, 1914.
G. B. Clough, Esq.—Dear Sir,
This morning I received the result of the National Froebel Union Examination, Part I. I am pleased to tell you that I have passed.

I obtained **Class I in Literature, Botany, and Zoology**, and Class II in Geography, Mathematics, and Child Hygiene, Singing (exempt). As I only had five months, and could not give much of my time to the work, and two of the subjects, Zoology and Child Hygiene, were quite new to me, I am very pleased with the result.

I thank you very much for the tuition I received through your Correspondence Classes. I shall be pleased to recommend your Classes to others, if I have an opportunity of doing so.

With many thanks again for your help,

I remain, yours very truly, DOROTHY M. DIMMOCK.

Friary House, Beaumont Road, Plymouth.

Mr. Clough—Dear Sir,
September 10th, 1914.
I received news this morning that I have passed the Higher Froebel Examination, Part I, obtaining a **First Class pass in three subjects**, and a Second in four.

This good result is in a large measure due to your splendid system of tuition, and I wish to thank you most heartily, and to assure you that I will always recommend your Classes as the best possible means of preparation for Examination by correspondence.

Yours faithfully, HILDA KATE LODDER.

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A LETTER TO TEACHERS IN THE TIME
 OF WAR.

MR. PEASE has addressed an open letter "To my col-
 leagues in the national service of education," which
 will carry more weight than could any official memorandum
 signed by the President of the Board. It is a still small voice
 that is in danger of being drowned by Mr. Asquith's stately
 eloquence and the trumpet note of Mr. Lloyd George's call to
 arms. The first duty of teachers, he urges, is to keep the
 system of education going; to fill up the gaps in our ranks;
 to contrive makeshifts; and be ready to work double spells
 when called upon. "They also serve who only stand and
 wait." A special duty at this time is to see that school
 children are properly fed, and herein teachers can actively co-
 operate with the Local Education Authorities and Voluntary
 Committees.

The next duty of teachers is to bring it home to their
 scholars that the War in which we are engaged is a just War,
 reluctantly undertaken in fulfilment of a solemn pledge, in de-
 fence of the weak against the strong, in the cause of national
 independence and liberty, against a nation that has confessedly
 broken its pledges and avowedly aims at supremacy among
 the nations of Europe and world domination by force of arms.
 Above all, they must be made to feel that war at the best is a
 hateful thing; that we are fighting in the cause of peace; that
 it is with the Government, not the people, of Germany that we
 are fighting; and that when this "strong delusion that they
 should believe a lie" is over we shall again welcome them as
 our generous rivals in industry and commerce, and "the first
 by the throne" in science and philosophy.

But we must not only keep the system of education going;
 we must seize the opportunity to remedy the defects that the
 War has revealed, to strengthen, broaden, and consolidate it.
 "We are the trustees for posterity. We guard the lines
 of communication between the present and the future." The

seven millions who compose the school population of England, an army comparable in number to the total of the fighting forces of Europe, are the future of England. These will have to replace the thousands of skilled mechanics, artisans, and manufacturers, the wastage of War. We must provide for them a longer education, better instruction in smaller classes, and a fuller training adapted to their respective occupations.

"It is to them that we shall hand over the national and international polity which emerges from the present struggle—a form of society, we may hope, broader and more firmly based, freed of the secular heritage of racial hatred and military aggression which Europe is now expiating, but assuredly more exacting—demanding of all its members larger faculties, more highly trained aptitudes, a clearer realization of the common duty and destiny of man."

We have ventured freely to paraphrase the Letter, with every word of which we agree, and Mr. Pease must not be held responsible for our wording. It was doubtless wise on his part in such a document to avoid all contentious points, but we cannot help regretting that he did not see his way to proffer some advice on military drill, Officers' Training Corps, Cadet Corps, and Boy Scouts.

We make no excuse for reproducing the first paragraph of last month's "Colonial and Foreign Notes": "At the moment when the news came that Germany had declared war against Russia, we asked a German of knowledge and some insight, what he thought of the prospects. 'We are very hopeful,' he replied; '*the continuation schools have been doing their work.*' Reville Germany as you will, she has always understood that man-making is a subject with which true statesmanship must concern itself." So wrote the editor who had just escaped by the skin of his teeth from detention in Germany, and we are now able to point the moral that he left for our readers to draw. Were Colonel Newcome alive, he would no longer air his Latin tag on the humanizing influence of the liberal arts, unless he emphasized the qualifying *fideliter*. He would have to rub up his Horace, point to Louvain and Reims, "*foeda nigro simulacra fumo*," and quote:

Utrumque defecere mores,
Dedecorant bene nata culpae.

The later-day prophet who bade us organize our secondary education, and held up Germany as a bright example, also preached that conduct (*mores*) is three-fourths of life, and would have been the first to denounce the latest German emendation of the Sermon on the Mount, accepted by professors of theology whom we have hitherto revered and honoured: "Blessed are the strong, for they shall inherit the earth."

PROGRESS OF SCIENCE IN PUBLIC SCHOOLS.

II.—THE NEED OF REFORM.

KNOWLEDGE of human nature, wrote one of our leading literary thinkers, has made little, if any, progress since the days of ancient Greece and Rome, the only real advance having been in natural knowledge. This thought naturally leads to the time-honoured question of the relative value of Humanistic and Scientific training. The advocates of the former held undisputed sway over the scholastic field for centuries. To-day they still dominate, but their rule is not undisputed. To-morrow? An extrapolation on the curve of Progress would give a result not entirely satisfactory to those who are now in command. No science man with a claim to general culture will for one moment deny the value of literary and linguistic studies when they go beyond mere memory-training and conduce to self-culture in a knowledge of man. Such studies have so many points of contact with human thought and endeavour, history, philosophy, religion, morals, archæology, and poetry, that few will deny that they should form a most important ingredient in any rational scheme of

education; but that which was best and all-sufficient in the Middle Ages does not necessarily retain these attributes in the twentieth century. Humanistic and scientific studies are not antagonistic but complementary, and he who neglects either at the expense of the other will become a one-sided, and therefore a prejudiced, man. Neither in the school nor in the world outside is science rated in accordance with its value, either as a means of training or with its importance in the civilized world. In academic circles there is still an excess of literary-conservative acidity, which can only be neutralized by changing the base of the scholastic division of labour. The influence of the older Universities is largely responsible for the continuance of these medieval conditions, and, until these bodies can be inoculated with the germs of progress, or deprived of their hegemony, secondary education in this country will remain stagnant, and it is to be hoped that a false sense of patriotism will not debar those who owe their academic training to these "ancient and pious foundations" from pressing for reforms and adaptation to new conditions. Their influence is not only paramount in the present examination system, but is also traceable in the staffing, and hence in the whole "tone-colouring" of the schools. Out of 108 head masters of schools represented on the Association of Public School Science Masters, there are only 6 science men; there are 17 mathematical, and no less than 85 classical or literary. In the schools presided over by the last mentioned, there are approximately 28,000 boys; mathematical head masters rule over about 3,500, and science head masters exercise dominion over a little more than 1,000 boys. There is need here of some frontier rectification in the interest of science, which will give her, if not the premier place in the scholastic sun, at any rate a position more favourable than her present one of almost total eclipse.

In consequence of this literary supremacy, we find that in many schools science is still treated as the Cinderella of the curriculum. It is not uncommon to find schools of 400 to 600 boys where the whole of the science work is taken by two science masters, and where the ratio of the latter to the remaining staff is about 1 : 12. Accordingly, in such schools we find a very great disproportion in the time devoted to scientific and other studies, and, as a consequence, the relative mark value of the former is very low, and many boys regard these subjects less seriously. A more equitable division of labour would be to organize the time-table in such a way that one-half of the pupil's time should be devoted to literary-linguistic studies and the other half to mathematics, science, and handicraft. The age at which scientific instruction is begun in some schools is very late—in some cases as late as fifteen. There is no reason why it should not be started far earlier, and it would be advisable to make Elementary Science, including Natural History, an obligatory subject for Entrance Scholarships. A love of natural history early implanted in the juvenile brain is one of the greatest assets in after life, and it is pleasant to read in the records of the South Polar Expedition that this view was shared by its illustrious leader. In his last letter to his wife, Captain Scott wrote concerning his son: "Make the boy interested in natural history if you can; it is better than games; they encourage it at some schools."

The Organization of Science Classes.

One of the most important problems in school science is the arrangement of classes, or sets, so as to obtain a maximum of efficiency. The methods in vogue may be classified as follows:—(1) The Form system; (2) The Block system, each block covering two or more school forms; (3) Science and Mathematics organized conjointly, but independently of other subjects; (4) arrangement according to attainment in Science alone. Of the 46 schools investigated in 1908, 20 worked according to (1), 12 according to (2), and a few adopted plan (3). The form system naturally suits such schools best which attach a minor value to science, for the whole work can usually be performed by two masters, one for Physics and one for Chemistry. An advantage of this plan

is that under it nearly every boy will do some science, but it will be contended by many that this should be the case whatever system of organization be in vogue. The disadvantages outweigh the advantages. The attainment of boys in science is often very different from that in form subjects (and this is especially so in the lower forms of public schools, where the Entrance Examination does not demand compulsory science), so that they are often promoted when their scientific attainment does not justify it, and *vice versa*. Also, in schools where such impedimenta to continuity, as double promotions, by-moves, &c., are allowed to exist, subjects like science, which are taught in a logical manner, frequently without textbooks, and usually in a very limited time, suffer more than other subjects taught in a different manner.

(2) The division of scientific labour into sets, either alone or in conjunction with mathematics, appears to have much more to recommend it, but here expressions of opinion from science masters are urgently needed. In any case this system requires a larger science staff than (1).

(3) The ideal plan appears to be the division of the whole school into separate sets for all cognate subjects, each being taught by specialists. This arrangement was used in University College School, and there it is said to have worked well; but it is not difficult to see that its adoption would involve very radical changes in any established school which put it into practice. A disadvantage would be that the boys might lack the corporate feeling which they often acquire when grouped together in a form under the predominating influence of one master; but the old idea of the form master who knows a "little of everything" and "nothing of something" is already being displaced by that of the specialist, who knows "everything of something," and sometimes, alas! nearly "nothing of everything" else.

Whichever scheme of arrangement be adopted, the system of "intensive culture"—i.e., of devoting the whole of the time allotted to science to one branch of it at a time—deserves serious consideration, and only experiment can decide as to its feasibility.

One of the chief obstacles to reorganization is finance, and the same consideration presents itself in determining the size of classes. There is no doubt that for work in experimental science the number of boys in a class managed by one teacher should not exceed sixteen. In many schools classes of thirty beginners are not uncommon, and it is precisely the beginners who require the greatest care and attention. Relief is frequently found by allowing boys to work in pairs, but this plan is not to be recommended as a rule, particularly for quantitative work. It is not always easy to know which member of the pair may be responsible for the success or failure of an experiment; it often leads to the creation of "sleeping" partnerships; it tends to take away from some boys their sense of independence and responsibility; and it sometimes conduces to conversations which are not strictly "scientific."

Examinations.

Of all the ills that scholastic mankind is heir to, the examination system is the most deep-seated and requires the earliest attention. The general aspect of this question was fully discussed in the Report on Examinations issued by the Consultative Committee of the Board of Education in 1911, and he who wishes may there read a vigorous and unanimous indictment of our present system, together with practical recommendations for reform. It is a matter for regret that, with the exception of a few medical witnesses, no one representing the interests of science was called upon to give evidence. In one or two cases classical head masters bore witness to the futility of practical examinations conducted at a distance, and this was the practically unanimous verdict of those who debated the question at the annual meeting of the Public-school Science Masters in 1913, and also the recommendation of the Sub-Committee appointed to investigate it. The unsatisfactory nature of external examinations in science is due to the fact that the chosen examiners frequently lack the essential qualification of being in intimate touch with

school work, and the success of the science papers in the London Matriculation Examination may be in no small measure due to the circumstance that the examiners are frequently practical schoolmasters. Too many questions are set that test the memory alone, and not the power of insight or the knowledge of principles. Many papers cover but a small fraction of the set syllabus, so that a candidate may fail when he does not deserve to; and when the syllabus is long and the time of examination short, it is a matter of common justice that alternative questions, with or without obligatory ones, should be presented for solution. Science masters would welcome the institution of one general examination, more or less corresponding to the standard of the London Matriculation, to be taken in the sixteenth or seventeenth year of age. It need not be of a rigid, stereotyped kind such as one would expect if conducted by a Government Department, but although of a recognized standard it should be to some extent adaptable to local conditions. In any case it should be thorough, i.e. both written and *viva voce* and undertaken with the co-operation of the actual teachers, who necessarily have the best knowledge of the candidates. Such an examination should unlock the door to the entrance of all professions and Universities, and might in addition confer upon the successful candidate the privilege of an additional vote at Parliamentary elections when he, and perhaps she, reached the voting age. Opposition to the adoption of such an English modification of the German *Abiturienten* examination is naturally to be expected from vested interests, but if the scholastic world is united the powers of reaction will have to give way.

Finance.

Dealing with the financial side of school science, we have to face the old argument that, in comparison with other kinds of instruction, it is economically burdensome, and in those cases where schools are not well off—they are the majority—a full course of science work for all boys is beyond the range of practical politics. There is undoubtedly truth in this contention, but its importance is apt to be exaggerated, and the difficulty is to some extent a fictitious one. As regards the cost of construction and equipment of laboratories, it must be borne in mind that large sums are often wasted on bricks and mortar and luxurious appliances, which assistant masters would gladly see devoted to other and more useful purposes. Some of the work of the great French chemist, whose labours saved his country more money than the disastrous war with Germany cost it, was conducted in an underground cellar in Paris.

Although considerations of health demand that our work should be carried out in well-ventilated, warm, and adequately lighted buildings, these are not necessarily expensive, particularly if the work is put out to public tender and the local builder or plumber is kept at a distance. Simplicity and economy should be the watch-words, alike from the practical, financial, and the scientific points of view. The cost of maintenance, &c., must inevitably be greater in a chemical than in a physical laboratory, for the reason that in the former so much material finds its way into the sinks. Unless the cookery-book recipes of certain textbooks are followed, the use of expensive chemicals is seldom, if ever, necessary, and money can be saved by going direct to the manufacturers. In one large school, where about three hundred boys devote four hours per week to science, the average working cost amounts to 1s. 3d. per head per term. This figure does not include the cost of gas, but it is estimated that this item is counterbalanced by the saving involved in working without textbooks. Finally, the question of charging special fees for subjects like science, which entail extra cost, needs consideration. This principle is not to be recommended, as it facilitates excuses for neglecting science, and tends to cause it to be regarded as a luxury and not a necessity; and generally the system of "extras"—so dear to the proprietors of hotels and boarding houses—is never one which commends itself to parents. It is far better not to discriminate between different subjects in regard to their cost. Whether we like it or not, the trend of modern education is in a democratic direction. National

efficiency and a common sense of justice demand that the "capables" of whatever class should be given their opportunity to rise to the top; and the school authority of the future will not allow considerations of relative cost to influence the choice or rejection of what it considers to be the proper elements of the school curriculum.

CLASS OR STANDARD?

A REPLY TO MR. TOYNE.

[FROM A CORRESPONDENT.]

MR. TOYNE'S paper, which appeared in the July number of this journal, will be of service if it brings a vexed question of pedagogy into the crucible of open discussion. To the bulk of those whose lives have been spent in the elementary schools themselves his views are likely, it is true, to appear plausible rather than convincing; but they are persuasively advocated, and they wear at first sight a seductive air of enlightenment which may not only win the assent of the plain man, but appeal for a moment to a certain type of professional mind. For these reasons they deserve to be carefully examined.

Mr. Toyne revives the old quarrel with the "standards." Infelicitously enough, he finds a parallel to the retention of the term "standard" in the occasional recrudescence of the obsolete designation "Board school," forgetting that, while the latter is no more than the harmless survival of a name no longer appropriate, the former, according to his own contention, is a symptom, if not a contributing cause, of persistent educational disease. He finds no harm in the term so far as it is used for the purposes of a "common denominator or standard of comparison between different schools," though he does not notice that this is a much more important matter in the case of elementary schools, which children attend of necessity, than in that of secondary schools, which depend for their very existence on the free choice of parents—ultimately, that is, on their good management and efficiency. But he assails it as connoting the idea "of a year's work of a given quality for each pupil of a given age." Here everyone will agree with him, though he is flogging a dead horse and contending for what has been long admitted on all hands. When, however, he adds that "the cramping effect [of the standard principle] on the organization can hardly be overestimated," he certainly exaggerates; and his picture of its working "at its worst" is grotesquely inaccurate. "The principle," he tells us, "works as follows:—You start with a notion of what is suitable for, say, Standard x ; you then proceed, . . . where the system is at its worst, to find the children of the age which you consider fitted for that work."

Taken in conjunction with what precedes and follows, the plain meaning of the passage is that classification by age is prevalent in inferior schools, and is at the root of much defective organization and teaching. Can Mr. Toyne be unaware that in the less satisfactory schools of the present day scarcely any regard is paid to considerations of age, that promotion is slow, that the lower sections are packed with old children, the higher classes depleted? The true evil is that average children—apart from cases of retarded intellect and other special disadvantage—do not advance rapidly enough from class to class in a large number of schools; the less satisfactory the school the more heterogeneous are the ages; to assert that age classification is a characteristic of weak schools is a palpable distortion of facts, which can be disproved by the simple process of turning over the registers. We may admit that a reform of classification is essential, but the *fons et origo mali* is not promotion according to age, nor in the main the "principle of the year's work," but lies deeper.

The sovereign remedy which Mr. Toyne prescribes is

classification by attainments, which is merely what every one else desires; only he forgets to insist that when you have taken "your 40, 54, or 60 children according to attainments," and have proceeded to find the suitable curriculum for them, you must see that they are well trained. Let the training be made as individual and varied as the conditions of elementary education will allow; though, even if the conditions were entirely favourable, it would be rash to carry specialization at an early age to the lengths suggested by Mr. Toyne; and, given good teaching (judicious, broad, and stimulating), the age question will settle itself. As a matter of fact, the only difficulties regarding classification in the good schools are of a purely administrative character. Mr. Toyne's argument in bare summary seems to be: Once arrange your scholars according to attainments, and all will be well; teachers should be left to do as they please; whether the children's attainments are satisfactory for their age is not to be considered, lest you should fetter the "real freedom" of the teachers. He completely begs the question when he says: "The solution would seem to lie in permitting the utmost freedom to a head teacher to organize within his own school, *provided that the aims in view are achieved when the child leaves school.*" For when Education Committees or Inspectors complain of the high age of children in the lower classes they are, in fact, stating in one form that the aim (*i.e.* the reasonably high aim) is *not* achieved. What they desiderate is not, of course, an age classification, but efficient instruction and fair opportunities for the scholars. His indictment of officials does not go so far as to attribute to them any wish to *detain* children in a particular standard on account of age. But Mr. Toyne betrays a curious inability to see the point of view of others who are in reality working for the same end as himself when he accuses some Inspectors of "urging what is essentially an age classification." If some Inspectors adduce relatively high ages as evidence of inelastic promotion, and as part of their plea for improvement, they should have his support. Elasticity in classification is the gospel they preach; and it may be added, with reference to small schools in particular, that the "standard" has in them already become nothing more than a "common denominator," employed to convey some conception of the aim of the teaching. Mr. Toyne would find it difficult to produce instances in which "adherence to the standard idea has created for the teacher totally unnecessary and almost overwhelming difficulties of organization." The whole tenor and spirit of official documents and official practice is out of harmony with the impression which these words convey.

The psychological argument on which Mr. Toyne partly relies does not strengthen his case. Psychology and physiology are sisters; psychological and physiological changes go on together in the growing child; abilities may differ, but growth proceeds; in average cases it is seldom profitable for the child to be classed year after year with its juniors; and in a vast number of instances it is far more wholesome for a backward child of healthy physique to go forward than to be kept back; the development of faculty is retarded by the very fact of non-promotion. The true inference is that age ought to have its due weight as a factor in classification, and presumably this is the utmost length to which the offending official scapegoat would go. Again, we learn that, under the "new system" proposed, "no doubt in the transition stages some classes would be of a very composite and heterogeneous nature." It would seem, therefore, as if, from the psychological point of view, they would be no better than the other sort of classes, which Mr. Toyne, like everyone else, condemns, but which do not exist except in his imagination.

No less fictitious in actuality is the clear gap "between the top boy of one standard and the bottom boy of the next." Nor is his idea of reclassification for particular subjects more than an expansion of a practice already in existence to a limited extent, and against any considerable extension of which obvious educational objections might be urged. Mr. Toyne's final insistence upon the need of smaller classes will, of course, command universal assent, and elastic classification under existing conditions will be welcomed on all hands, pro-

vided that security is taken for good teaching. This is, after all, the essential need, in default of which no remedies, new or old, can be efficacious.

OBITUARY.

DORINDA NELIGAN.

ON July 18 there passed away, in her eighty-second year, a woman of marked originality and lifelong devotion to the cause of women. Dorinda Neligan was of Irish parentage, born near Cork in 1833. Her father, an officer in the British army, had taken part in the sieges of Badajoz and Ciudad Rodrigo and in the battle of Salamanca. In 1860 she left home to make her own way in the world, and had to face difficulties and hardships unknown to the present generation. She first went as a governess to France and to Germany, where she learnt French and German thoroughly. On the strength of this knowledge, in 1870, she was, after six months' training at Charing Cross Hospital, appointed as a Red Cross nurse during the Franco-Prussian war. She was present at the siege of Metz and the battle of Sedan, and on her return received the medal of the Red Cross Society. In 1874 she was appointed Head Mistress of the new school in Croydon started by the Public Day School Company.

Croydon was among the first of these schools, which marked a new era in the higher education of women. Under the direction of a number of singularly able head mistresses, girls of the middle and upper classes whose education had hitherto been neglected were taught efficiently, as was proved by their subsequent careers at Oxford and Cambridge.

The general lack of University training in their head mistresses was amply compensated by special gifts of character and personality. Miss Neligan was one of these women, and in a very few years the Croydon Girls' School had attained a high intellectual level. Before becoming a Head Mistress she had had a wide experience of men and institutions, if not of school organization, and she brought this valuable knowledge to bear on questions touching the welfare of the children she loved so well, both collectively and individually. From the time of her appointment as Head Mistress she deliberately dedicated all her power to widening the lives of girls and women, beginning with her own pupils. It is difficult for the women of a later generation to realize the debt of gratitude due to the pioneers of this movement. It is they who laid the foundations of the girls' public schools of this country and established a noble tradition. The education of girls has progressed during the last years, especially in the development of domestic and physical training, but the main characteristics of its early days have remained unchanged.

Like her fellow workers, Miss Emily Davies and Mrs. William Grey, Miss Neligan believed that girls no less than boys could rise to responsibility and take their part in civic and public duties. This belief was the guiding principle of her rule. She was full of ideas herself, and had the power of drawing from both young and old the best of which each was capable, owing to a sympathy for and a belief in the willingness of all to give of the best. She aimed herself at a high standard, and expected the same from others. She was also able to inspire the girls with a wholesome awe, which led not to fear but affection. Above all, she placed before them a high sense of duty, and maintained that marks and prizes were not a necessary incentive to good conduct and work.

In 1901 Miss Neligan retired from her post as head mistress, after nearly thirty years' service; but she continued to live in Croydon. To the end she kept up her interest in the Teachers' Guild, of which she was an original member; in Women's Suffrage, of which from the first she had been an ardent supporter; and in the many social reforms for which she had all her life done battle.

The hastening of her death from the strain of nursing and a chill, caught by the deathbed of an aged friend whom she had housed and cared for, was characteristic of her whole unselfish life.

MR. A. MANSBRIDGE, the indefatigable Secretary of the Workers' Educational Association, appeals for help to meet the special call of members to provide opportunities bearing upon the present crisis. Bodies such as trade union branches and working men's clubs, desirous of arranging for lecture courses or classes are invited to communicate with the Secretary, and offers of lectures on Modern European History, Political History, and cognate subjects will be gratefully received. The address of the Association is 14 Red Lion Square, W.C.

CORRESPONDENCE.

"FOREIGN DOCTORATES: HOODS AND FALSE HOODS."

To the Editor of The Journal of Education.

SIR,—The statements made in the article that appeared in the August number were not a whit exaggerated, and I find nothing to retract in reply to the letter signed "Z."

It was high time to point out the vast difference between a *doctorat d'Université* (a mere ornamental title) and a *doctorat d'Etat* (the highest University degree), with chapter-and-verse references to official sources of information, and to raise a loud protest against those *docteurs d'Université* who unblushingly call themselves *docteurs ès lettres*, and actually don the robe and insignia of such. Would that this protest might re-echo far and wide!

Particular care was taken to name the Universities (Rennes, Poitiers, Dijon, Montpellier, Grenoble) that are emulously catering to the foreign demand for the new-fangled doctorate without imposing any conditions as to preliminary degrees and previous attainments. It is not true that, even in the Universities whose regulations are not so lax, the B.A. with honours is a *sine qua non* for aspirants to the new title; their official programs clearly state that candidates need produce only such evidence of studies or such diplomas as may be approved by the Faculties.

Among the theses presented for the *doctorat d'Université* there may, of course, be meritorious works, but the majority do certainly not compare with the theses for the *doctorat d'Etat*; and of those which are written in French we do not know to what extent the foreigners' essays were amended and touched up by their French professors or advisers. The manifold blunders which—on unimpeachable testimony—some British teachers of French sporting the new title have perpetrated in correcting their pupils' exercises, show plainly what a multitude of sins and shortcomings this title may cover, and how foolish it is of educational authorities to appoint such *demi-savants* to French chairs in preference to capable native scholars.

The mere fact that there are no insignia and no prerogatives attached to the *doctorat d'Université* tells its own tale. Dr. Condamin of the Faculty of Lyons, who knows what's what and whose sound judgment cannot be questioned, did not mine matters when he spoke his mind about the "ludicrous innovation." The sustaining of theses for the *doctorat d'Etat* is always announced in the *Bulletin administratif* issued by the Ministry of Education, but no mention is ever made therein of the examinations for the *doctorat d'Université*.

As for the Ph.D., it was a clever stroke of policy on the part of German Universities to be so lavish of that degree to Britons and Americans. Germany thereby made hosts of friends abroad, ever ready to say a good word for the Fatherland and to extol Teutonic science and culture. I fancy that after the present War there will not be so many foreigners coveting University honours from the modern barbarians. A famous professor of Göttingen, on being twitted with the deplorable indulgence shown to these alien candidates for the Ph.D., once remarked: "Sumimus pecuniam et mittimus asinam in patriam."—Faithfully yours, A. B.

[We have also received a letter signed "Docteur d'Université," protesting against some of the statements in "A. B.'s" article. We do not publish it because, in the main, it repeats what appeared last month under the signature "Z."; but, in our judgment, she does furnish proof that the title as conferred by the Paris University "implies not only a considerable amount of original research, but also an intimate acquaintance with the French language."—ED.]

TEACHING OF ENGLISH LITERATURE.

To the Editor of the Journal of Education.

SIR,—In your "Occasional Notes" you make the following criticism:—"In the reaction from burying great authors under a cloud of notes we run some risk of substituting shallow impressionism for serious study." May I be allowed to ask why it is that if a pupil is told to take his opinions, undigested, from a note, that is "serious study," while if he is asked to form his own opinion that is "shallow impressionism"?

Why "shallow"? Is not a boy or girl, aged from thirteen to seventeen, capable of a very distinct and characteristic literary judgment? The whole question at issue is prejudged by the use of this denunciatory adjective. Why not say, "By returning to the system of considering an acquaintance with the notes to be proof of an appreciation of the author we run the risk of substituting shallow scholasticism for serious study?" This, with all due deference, seems to me to be a marked improvement upon the original, and to be much more in accordance with the facts.

Then we come in your remarks upon the Puritan horror of the threatened catastrophe that the reading of literature might be "nothing but unmitigated enjoyment." Even this awful menace fails to daunt me. Painfully I have to confess that when the boys and girls of my literature class, in their leisure time, read Shakespeare and Milton for the sheer enjoyment of them, I do not recognize, as you apparently would have me do, that this is a proof of my failure as a teacher of literature. On the contrary, I glory in it as my highest success. I fear that you must regard me as a very hardened case.

About eighteen months ago I was discussing educational matters with the present Premier of New South Wales (the Hon. W. Holman), and he said to me, "I wonder at the hold which Shakespeare still has over the English people. When I was a schoolboy the Shakespeare teaching was made so dull and heavy that it is something of a marvel that we ever wished to hear his name again." And this was from a man who has the literary instinct to his very finger tips.

In my experience there are few passages which stir the admiration of boys and girls more than that which describes the sublime offer of the Son of God in "Paradise Lost," Book III, lines 217 to 345 (the offer of the Divine Sacrifice). Children will read this with deep and beautiful religious ecstasy. I should consider myself a blasphemer if I interrupted them with the fifty-two notes which the school edition devotes to these lines.—Faithfully yours,

WILLIAM PLATT.

The Home School, Grindleford, Derbyshire,
September, 1914.

SCIENCE FOR GIRLS.

To the Editor of The Journal of Education.

DEAR SIR,—Perhaps you will be kind enough to let me say a few words in reply to Miss Fortey's letter on "Sexless Science" in your September issue. I was fortunate enough to have the opportunity of talking to Miss Freund about science teaching, and, had the state of her health allowed of her reading my little book, she would, I feel, have approved of it. I do not think that she sought to maintain that whatever course of science was best for one sex was best for the other. She was strongly opposed to the science work of girls being done in departments in which there exists only vague and empiric knowledge, or in which, if theoretic explanations are known, they require a preparation impossible for the beginner. She was entirely opposed to science teaching being made ancillary to the teaching of the domestic arts. Well, so am I. But she also disliked a narrow science course unrelated to the phenomena which the environment of the pupil provides.

Hitherto, with an examination-driven school system, the individual teacher has not been free to make the selection of his or her topics. In the future I trust that we shall have not only "science for girls," but "mathematics, history, and French" for girls. For this will mean that "free" teachers are studying the needs and interests of their pupils, and are seeking to make their experience available for the guidance of others. In the future, too, I hope we shall recognize more fully difference of type in girls' schools, and give up running the lower middle-class girls' schools on the high-school plan, as though the only girls who really matter are the few who will go to the University.

It was not because I think that there must be a difference in the science teaching of boys and girls that I called my book "Science for Girls," but because I have taught girls and know

their needs and capabilities, and have enough common sense to recognize that the training which suits little girls may not be the most suitable for little boys.

JESSIE WHITE.

49 Gordon Mansions, London, W.C.,
September 7, 1914.

TEACHER RESERVISTS.

To the Editor of The Journal of Education.

SIR,—It seems likely that two or three months hence there will be a serious shortage of teachers in boys' and elementary schools in consequence of masters being called to the war. I would suggest that, when the supply of substitutes now existing among elementary teachers becomes exhausted, the vacant posts might be filled by those experienced secondary teachers whom the present war has thrown out of work, and who would be thankful for temporary posts, and that, if the supply of these is insufficient, then retired teachers, whether secondary or primary, men or women, might offer to fill the gaps still left. These might take whatever salary is offered to substitutes, but give either all, or the greater part of it, to the dependents of those masters called away.

Such volunteers might offer themselves to the Educational Authorities in their own counties as a reserve force, to be called upon when and if needed.—Yours truly,

ALICE WOODS (late Principal Maria Grey
Training College).

18 Lancaster Gate Terrace, Hyde Park,
September 13, 1914.

REIMS CATHEDRAL: AN ADDRESS FROM TEACHERS.

To the Editor of The Journal of Education.

SIR,—It is proposed that an address from the teachers in this country should be sent to their fellow-workers and others in France in the following terms: "The undersigned teachers in Great Britain and Ireland desire to express their deep sympathy with the teachers and people of France in the loss of their great Cathedral."

Forms for signature will be ready in a day or two, and it is hoped that one teacher in every University, college, and school (of whatever kind) in the country will make himself (or herself) responsible for obtaining as many signatures as possible from the institution with which he (or she) is connected. Requests for forms (stating the maximum number of signatures obtainable) should be sent to the address below.—Yours obediently,

CHARLES DAVISON, Sc.D., F.G.S.

King Edward's High School, Birmingham,
September 24.

THE DALCROZE COLLEGE AT HEILERAU is closed, having been appropriated by the Government as a military hospital. The Director of the London School had advertised that M. Dalcroze would take an active part in the teaching at the London School during the ensuing term, and our readers will sympathize with the London Director, who has now to announce at the eleventh hour M. Dalcroze's decision to remain in Geneva during the war, and not quit neutral territory. It should be noted, however, that full training courses for the Certificate and Diploma in Eurhythmics will be held in London, as well as the necessary examinations. The London School will be specially well equipped for this work, in spite of the absence of M. Dalcroze, as it has secured the services of several Hellerau teachers, and in particular of Miss Annie Beck, the leading teacher of the college.

THE CAMBRIDGE TRAINING COLLEGE.—Sixteen students passed the examination held last June by the Cambridge Syndicate in the Theory and Practice of Teaching; one was placed in the First Class, with distinction in the history paper; thirteen in the Second Class, and two in the Third Class. Two students obtained endorsement—one for French and the other for Botany. Of the twenty-four students who have entered the College this term twenty-three have graduated at a University; fifteen in honours, and four of these in the First Class. Miss J. I. Hetherington, who joined the staff only for a year, has been succeeded by Miss H. C. Thompson, B.A. Trinity College, Dublin, Honours Modern Languages, Class II; Certificat d'Etudes Phonétiques, Haute Ecole, Sorbonne.

SAFE NOVELS.

GEORGE MEREDITH: *Evan Harrington*; *Sandra Belloni*.
Standard Edition. (Each 6s. Constable.)

This column is an attempt to help our readers who are at a loss to decide what books to enter in their Mudie or *Times* Book Club list, and the appearance of two old favourites is a confession that the reviewer has been seduced from the path of duty, and put aside for a more convenient day the task of tasting some dozen novels to read for the fourth or fifth time, in this sumptuous edition, two by a past master, both in his earlier manner, and not to be ranked with "The Egoist" or "Lord Ormont and his Aminta," but each in its way of enthralling interest. "Evan Harrington" is confessedly autobiographical—that is to say, the author's parentage and his early experiences supplied the clue of the story, as did Lassalle for "The Tragic Comedians" and Mrs. Norton for "Diana of the Crossways;" but Meredith in each case gives his imagination free play and uses the bare facts as Shakespeare used an Italian *novelle* or Plutarch's "Lives." So, too, "Sandra Belloni" is greatly inferior to its sequel, "Vittoria," which has an historical background and takes a wider range. Mr. Pericles reminds us of Disraeli's heroes, and Mrs. Chump is Dickens at his worst. And yet, as we lay down "Sandra" to take down "Vittoria" from an upper shelf, we exclaim, "Verily the old, even at its worst, is better than the new."

The Judgment House. By Sir GILBERT PARKER.
(6s. Methuen.)

Sir Gilbert Parker has written nothing so good since "The Seats of the Mighty," and we prophesy that "The Judgment House" will also reach its nineteenth edition. The plot is well knit, the situation strong, and, like a skilled juggler, the author keeps all the leading characters introduced in the first chapter in swift motion, crossing each other, acting and reacting to the end. Redyard Byng, the central figure, is a Rand magnate, the clearest brain, the boldest, and the least self-seeking of the company, evidently modelled on Cecil Rhodes. Jasmine Grenfel is the Helen, the Delilah, the Vivian of the novel. A spoilt child of fortune with the world at her feet, she has engaged herself to Ian Stafford, an aspiring diplomat in the Foreign Office, but has bargained for a year of probation, in which to have her fling, but youth and promise stand no chance against power that has arrived, and "three millions at thirty-three" carries the day. Homer, as Lessing has remarked, leaves all to the imagination, and the witchery of Helen of Troy, who launched a thousand ships, is known to us only by its effects. This is not the way of the modest novelist, and of Jasmine we know every lineament and feature—the dresses she wears, the delicate perfume that clings to her like an aura and intoxicates her lovers. But her attractions are not only physical, and it is in his portrayal of her intellectual qualities that Sir Gilbert Parker shows his power. He is not content with telling us she is clever and nimble-witted—he gives us specimens of her wit and readiness, and, whenever she appears on the scene, we are sure of brilliant dialogue, sparkling epigram, keen cut-and-thrust, and infinite variety and tactfulness. We have sketched in outline the two leading characters which stand out like old masters in a modern gallery. A third, Ian Stafford, is not so convincing, and we cannot believe that the "verray parfit gentil knight" would have allowed himself to be twice besotted by the "delicate perfume." The villains of the novel, too, are somewhat stagey. Jasmine was too clever to have given herself away to a blackguard like Adrian Fellowes, who has nothing but his good looks to recommend him, and no Hottentot could have carried on for years an intrigue such as Krost is credited with. To set against these comparative failures there are a host of lifelike personalities, all drawn in strong outline—the magnates of the Rand, Almah (the American *prima donna*), Lady Torrington, and, above all, Jigger, the newspaper boy, who lives and dies for Ian, who has rescued him from the gutter.

THE Association for the Teachers' Study of the Bible have arranged for a course of five lectures by Rev. J. Moffatt, D.D., on "The Early Church in its Historical Setting." The lectures will be given on Wednesdays, beginning October 21, at King's College, Strand, at 6.15 p.m. The first will be a free introductory lecture by Canon Scott Holland.

COLONIAL AND FOREIGN NOTES.

GERMANY.

It is too early at this stage to attempt to gather up the lessons of the War, even as they concern education. Thus to some it will serve as a conclusive argument in favour of conscription; by others in support of

The War.

Territorials, Cadet Corps, and Boy Scouts. It is not for us to range ourselves on the side of Lord Roberts or Lord Haldane, but we may without prejudice express the hope that the result of the War will be a military system after the model of Switzerland rather than of Germany. Moreover, the War will enforce those lessons from Germany which the most enlightened of our statesmen and educationists, Lord Haldane and Dr. Sadler, have so long preached in vain—in particular, continuation schools and systematized technical education.

War will make havoc this autumn with the attendance at the German academies, the students of which commonly do their year of military service in the course of their residence. In the last winter

The University Population.

half-year the total number of duly matriculated students at the twenty-one Universities was 59,601, of whom 3,686 were women. The largest registration was at Berlin, which had an attendance of 9,593 students; the smallest was at Rostock, with 914. Of the whole body, 54,586 were from the various German States; 4,427 were from other European countries; whilst 588 were from America, Asia, Africa, and Australia. Russia, as usual, sent the largest number of foreign students—2,252. From North and South America there came altogether 348 students, more than half of whom, 175, were at Berlin. The registration by Faculties was in Theology, 5,842; in Law, 10,987; in Medicine, 16,642; in the Faculty of Philosophy, which is invariably the largest, 26,130. Women students appeared in the four Faculties as follows: Theology, 11; Law, 93; Medicine, 892; Philosophy, 2,690. In addition to the matriculated students there were enrolled at the various Universities as "hearers" 5,458, of whom 4,003 were men and 1,455 were women. These "hearers" included, the total University population in the winter half-year, 1913-14, numbered no less than 65,059. We shall be astonished if this winter half-year it is 20,000. During the great War of Liberation the newly founded University of Berlin had to be closed owing to the rush of its students to the battle-field. But that was in a nobler cause.

FRANCE.

The widened scope of the modern French University is shown by the establishing at Besançon of a *brevet de*

Un brevet de régleur.

régleur, or Diploma of Regulator. It will be conferred in the Faculty of Sciences from the beginning of the academic year 1914-15, and will be given either to Frenchmen or to foreigners. No University degree is required from candidates, but they must, in general, have studied for two years. The tests consist of a practical test, an oral examination in theory, and an Observatory test. As the practical test, a candidate during his second year must regulate at the Laboratory of Chronometry three chronometers accepted by the Board of Examiners. The examination in theory is on prescribed subjects: mathematics, mechanics, conservation of energy, &c. For the Observatory test two chronometers regulated by the candidate (and chosen by him) must be deposited at the Observatory and approved by the Examiners. The scheme of study laid down indicates the large amount of mathematical and scientific knowledge required for the exact regulation of a chronometer.

UNITED STATES.

We have now received detailed reports of the meeting of the National Education Association at St. Paul in July. President Swain, of Swarthmore College, delivered the Presidential Address. He made

The Meeting of the N.E.A.

four demands: (1) The teacher must be paid a living wage. (2) The State should provide a system of retiring allowances on which the teacher might live in modest comfort in old age. (3) The teachers in schools should have a Sabbatical year's leave of absence for travel and study on at least half pay, as is now the custom in many Universities and Colleges. (4) Since the great body of American teachers consists of women, there are things which should be done especially for them. More positions as Superintendents, Principals, and on Boards of Control should be open to women. The best person for each position should be chosen regardless of sex.

There should be equal pay for equivalent services. Embryo American citizens should be trained by American citizens, and all teachers, men and women, should have the rights and duties of citizenship.

From the papers read we will extract but a single paragraph. It gives the experience of a teacher in the Morris High School, New York, with regard to sex instruction; "As a teacher of biology in the first year high school classes I find the discussion of the reproductive functions of flowering plants, and of animals (with the exception of mammals) entirely satisfactory, even in mixed classes, and believe that many a youth has found in this instruction the long-sought-for answers to many of his questions. In the elective courses the instruction becomes more detailed, and includes a study of mammalian reproduction as well. No part of the course arouses more genuine interest than the consideration of heredity, environment, and training as factors in human life."

In 1915 the National Education Association will sit at Oakland, and somewhat later in the year than has hitherto been the usage—from August 16th to 22nd. As the next President the St. Paul's meeting elected David Starr Jordan, Chancellor of the Leland Stanford University.

We dare not at the present moment write of the German *Abiturienten-Examen* in French and English. We report, however, an oral test, suggested in the *Educational Review* (xlviii, 2), for pupils of the standard of the *Abiturienten*. It should consist, says the proposer, of three parts:—(1) A 15-minute exercise in writing moderately difficult French or German from dictation, with special reference to orthography and punctuation and to the distinction of words of similar sound. (2) Written reproduction in French or German of the content of a short passage in prose or verse read by the examiner (30 minutes). (3) A 15-minute individual test of the candidate's ability to read and pronounce ordinary French or German, and to answer in the foreign language questions on familiar subjects involving no unusual words. We should make sure that a learner can hear the foreign language. The tale is told of an examiner who, having put a long question in German to a young examinee, received as an answer, "Was sagst du?"

The Eighth Annual Report of the Carnegie Foundation for the Advancement of Teaching shows the total of the General Endowment fund to be 14,075,000 dols., yielding for the fiscal year concerned an income of 694,195 dols., of which sum more than 600,000 dols. was paid in retiring allowances and pensions to University and college teachers. By far the most significant event of the year, says the Report, was the establishment as a separate department of the work of the Foundation of what is to be known hereafter as the Division of Educational Inquiry. This has been made possible by the additional gift by Andrew Carnegie of a capital sum of 1,250,000 dols., to be held as a special fund, apart from the general funds of the Foundation, for the study of education and educational institutions. The Report calls attention, in a special chapter, to the great progress made with medical education in the United States. The weak and unnecessary institutions are being eliminated: in 1910 there were 162 medical schools; now there are only 115. Another chapter deals with the State regulation of higher education. Would you learn why there are so many academies of dubious standing in the United States? In practically all of the States of the Union, with six exceptions, Michigan, Massachusetts, Pennsylvania, Maryland, New York, and New Jersey, says the Report, the right to incorporate Colleges and Universities, with the power to confer degrees, except those in medicine, is open to everybody under a general law, which rarely contains any restrictions whatever. "The privilege of founding a University is as freely accorded in most States as that of opening a grocery store, and the University frequently has the smaller resources."

INDIA.

It is always pleasant to receive the Education Report of Baroda; for Baroda is a progressive State with a system of compulsory education. The Report for 1912-13 is divided into three sections: English Education, Vernacular Education, and Libraries. A few figures will show the growth of the English institutions. The number of students in Baroda College in 1909 was 225; in 1913 it was 410. The high schools for boys contained 1,445 pupils in 1909 and 1,775 in 1913. In the same four years the number of pupils in the Anglo-vernacular schools rose from 2,149 to 3,310, and the number in Aided schools and classes from 1,294 to 2,509. It was found

possible to admit boys of the Antyaja, or unclean, untouchable, caste to the high school without grave offence to the rest. As to Vernacular Education, the increase in the primary schools was from 175,156 in the previous year to 193,923. Special vernacular schools, day or boarding, are provided for the children of the untouchable Antyajias, of whom there are 175,000 in Baroda. The education of girls is improving; but the Department has to face a constant difficulty in its inability to find women teachers. Until the end of the year under report the compulsory age for boys was twelve, and that for girls eleven, and the compulsory Standard was the Fourth; but it was laid down that from August 1, 1913, the compulsory age limit for girls should be twelve, and the compulsory standard the Fifth. In the Library Department Baroda is strong, and it makes provision for the due training of librarians. Kinematographic exhibitions in the villages attracted crowds of fascinated spectators.

QUEENSLAND.

Changes have recently been made in the system of scholarships.

From January 1, 1915, a scholarship for two years will be given to every candidate under fourteen who gets not less than 50 per cent. of the marks in the annual scholarship examination. The scholarship will be extended for two further years if the holder, at the end of the first two years, does creditably in the Queensland public examination, and again for one year if that examination be satisfactorily passed at the end of the two years' extension. It will be seen that continuous effort is required for the retention of the scholarship. The scholarships entitle the holders to tuition at the expense of the Government at any State high school, technical high school, grammar school, or other secondary school approved by the Governor in Council. Besides free tuition a holder, if the circumstances of his parents demand it, receives an allowance of £30 or £40 should he have to live away from home, of £12 or £16 if he can remain at home. Moreover, his Excellency the Governor, with the advice of the Executive Council, has been pleased to approve that twenty open scholarships to the University of Queensland be granted as from January 1, 1915. The scholarships will be given in open competition by examination on the results of the Senior Examination of the University. Candidates for the scholarships must not be less than sixteen and not more than twenty-one years of age on December 31 next. The scholarships will be tenable for a period of three years as from January 1, 1915, and will entitle the holders to free tuition at the University of Queensland, subject to good behaviour and the pleasure of the Government, and will be awarded to the candidates, not exceeding twenty in number, who attain the highest places at the examination, and whose papers are of sufficient merit. An allowance not exceeding £52 per annum will be paid to each successful candidate who must live away from home to attend the University, and an allowance not exceeding £26 a year to those who can do so without leaving home.

The scheme yields in effect the "educational ladder," to fashion which has been the policy of the Education Department. The brighter child may look forward to free education from Kindergarten to University. Queensland provides free primary education for all, free secondary education for five years for all who qualify, and free University education for those who gain University scholarships, with liberal sustenance allowances in the secondary schools for the scholarship holders in need of monetary assistance, as also substantial sustenance allowances for the winners of University scholarships.

CAPE OF GOOD HOPE.

At the front of the "Guide to the Educational Institutions of Cape Town" (just received) there is a portrait of Dr. Muir, Superintendent-General of Education for the Cape Province, whose work we have

watched now so long that we seem to have learned to know the man. The "Guide" speaks of the Cape Peninsula with high praise for its beauty. "It is adorned by noble mountains. Two oceans lave its clean and sandy shores. Beneath its sunlit skies lie shady glens and open greens, sweet-smelling gardens and stately avenues. Moist with ozone, or aromatic with the clean pure pine, its temperate breezes carry health to all." The educational institutions of the peninsula, as here described, are not unworthy of it. We notice with peculiar satisfaction the concessions made to scholars and teachers by the South African railways. The Roman Empire carried everywhere its law; the German bears with it its bureaucratic system; the British is at its best when it is generating and developing the school.

UNIVERSITIES AND SCHOOLS.

LONDON.

Two new University Professors have been appointed to chairs tenable in schools of the University, Prof. D. A. Slater for Latin at Bedford College and Mr. T. S. Moore for Chemistry at the Royal Holloway College. It is generally recognized that the University is exercising by means of such appointments a most useful influence on the educational work of colleges which are technically known as "Schools of the University." Prof. S. D. Adshead has been appointed to a part-time Professorship in Town-planning, tenable at University College, to control a new department at the University School of Architecture located in that college. The title of Emeritus Professor of Chemistry has been conferred upon Prof. J. M. Thomson, Professor of Chemistry at King's College since 1887.

An important new development of University work has not yet received the attention it deserves. For many years the diploma in Pedagogy, known as the Teacher's Diploma, has been the only diploma awarded in connexion with the teaching and examinations for degrees. Recently a diploma in Fine Art has been established, and at the last meeting of the Senate regulations were adopted for the award of academic diplomas in Geography and in Sociology and Social Administration. For either of the last-named diplomas a course of study in the University must be taken and examinations passed. The diploma in Geography should become a valuable qualification for secondary-school teachers, who are often unable to include this important school subject in their ordinary degree course. For social workers, the course for the diploma in Sociology and Social Administration will provide the right kind of training.

OXFORD.

It is usual at this time to describe prospects for the October term. These are ordinarily prospects of University legislation or of the development of new studies. This year, however, no one knows what the forthcoming term will be like, except that it will be very different from anything we have ever known before. The War broke out at a time when most members of the University had left Oxford. The Modern History Examiners had just brought out their list. The Greats Examiners were later than usual this year, and Greats "vivas" went on till Wednesday, August 5, though both examiners and examinees must have found it hard to concentrate their attention on the details of logic or ancient history in those momentous days of the first week of August. On the last day of Greats "vivas" the schools were being transformed into a hospital, and well known Oxford medicos, in unfamiliar khaki uniform, poked their heads in. Territorials were billeted in several colleges, and Balliol still contains the recruiting office for Oxford and is still lodging recruits.

The Officers' Training Corps has been in continuous camp at Churn, training and sending off to their regiments—first, the members of the Corps who applied for commissions, practically the whole corps, and then a large number of University men who applied but who had had little regular training. It is difficult to find out how many men will be left next term. Mr. Phelps has published in the *Times* some striking figures about Oriel College, showing that, out of 129 men in residence last term, 95 have volunteered in some form or other. Inquiries from the different colleges show that something like this proportion have volunteered throughout the University. It must at the same time be remembered that Mr. Phelps's figures do not apply to next term's freshmen. A far smaller proportion of these have had any training, and, so far as I can find out, there will be in residence a much larger proportion of freshmen than of men of the other years.

The Vice-Chancellor wrote an interesting letter to the *Times* on September 2, in which, after pointing out that 1,113 men had been already nominated for commissions, he went on to say that, inasmuch as the need for officers is much greater than the need for men, the University could best serve not only the general needs of the nation, but immediate military needs, by going on and training for commissions all men who are fit. A good many men, however, who would have come up in October seem to have been told by some of those in authority that they are more likely to get commissions by enlisting at once in the new army than by coming up to the University and joining the O.T.C. It looks from various signs as though the War Office had not quite made up its mind whether to go on using the Officers' Training Corps or to train all officers with their regiments. If it definitely resolves on the latter,

the University will be still further depleted. We shall not really know how many men we shall have till term begins. According to present information most colleges will have between a third and a fourth of their usual numbers. A certain number of the younger tutors have also got commissions.

The financial result of this condition of affairs in the University and colleges will be very serious. The University will lose most of what it gets from dues and from examinations fees, a quite considerable part of its income, and yet be obliged to keep its educational machinery going on as large a scale as usual. The colleges will have their rooms empty and their tutorial funds depleted.

Meanwhile the Faculty of Modern History has risen to the occasion and produced a small booklet on "Why we are at War," which is more worthy of Oxford than the manifestoes of German professors are of their distinguished Universities. The Clarendon Press is also issuing a series of tracts on the War. One by Prof. Sanday, two excellent and characteristic tracts on Germany by Mr. Fletcher, and one by Prof. Osler have already appeared. Many of us are also being "mobilized" by the Workers' Educational Association for lectures on the War. The *Times*, in the first week of August, contained much silly correspondence on the necessity of educating the working classes about the War. I call it silly because the one most obvious thing about working-class education is that working men are not ready to believe what superior people come and tell them, that they do not want to be the subject of missions, and that they will choose their own teachers. The Oxford Tutorial Classes' Summer School went on through the first three weeks of August, acknowledging the new situation only by studying the political and economic problems roused by the War. Up till now the Tutorial Class students have paid little attention to foreign politics and little to the Empire. The seriousness and thoroughness with which these subjects are now being studied up and down the kingdom is a hopeful augury for democratic foreign policy in the future.

The Examination School, as I have noticed, has been turned into a hospital, and now contains some two hundred of our wounded soldiers and some sixty Germans. The former may be seen enjoying their convalescence on the sheltered lawn of New College Garden. The wounded Germans are said to include two German Rhodes scholars, who must have visited the schools before on very different occasions. University Examinations are to be conducted in the Town Hall.

Oxford will probably be most unlike itself in the absence of games. At least practically all who are capable of playing games will either have got commissions or be drilling. There will certainly be no rowing. The American Rhodes scholars may throw the hammer against one another in the running ground or play baseball in the parks.

But these are all surmises. By next month we shall know where we are, and, let us hope, see some prospect of the War finishing soon in the way we all hope.

CAMBRIDGE.

It cannot be complained that the Long Vacation lacked interest in Cambridge. The Declaration of War was followed by the massing of soldiers here on or about August 15, and the pitching of camps on all our commons till we had, it was said, some 30,000 troops about us. After some days the magistrates induced the publicans to close their houses at 8.30 p.m., with a marked gain to the order of the town. Our streets seemed always full of khaki. In the mornings the men were marched off in different directions for considerable distances, many being reservists and out of practice at such exercise, and some looking pretty spent by the time they got back. In the main they were cheerful and good tempered. Tents on the commons were set up by friendly people, where letters could be written, buns and tea bought, and fruit had for nothing. It is pleasant to record that officers and men spoke with warmth of the kindness they had here. On September 7 the whole of them vanished at once; it was said that seventy-one special trains ran from here that night. Your correspondent, you will notice, does not hazard any guess as to where they went, and he leaves other things vague. He knows, but he will not tell, what regiments were here. You cannot be too careful in war. He came near arrest as a spy himself for discussing in a train with a reservist the location of a farming village a bit west of the Ottawa; and, as your readers know, all really serious fighting has been so far a good deal to the east of that river.

Meanwhile, the O.T.C. has been busy. Rumour says two thousand members of the University applied for commissions, and up to some time ago (not to be particular, and also to conceal ignorance of the exact facts) some three hundred had received them. Speculation was rampant as to whether there would be

a term at all; that was very quickly decided by a letter from the Vice-Chancellor. Then a correspondence broke out in the *Times*, and it appeared that the continuance of University terms would secure the continuance of the O.T.C. and the supply of officers; and we learn now that for the present the War Office is telling men to come up and go on with their studies and be trained. So term there is to be. The next great rumour saddled us with another big camp of recruits; and how it would blend with town and gown no one could tell; nor can I tell whether or not it will be here. Guesses are made as to how many men will come up. At one College, rumour says, eleven men are left; at another, one tutor is said to be likely to have forty-five out of seventy. Average these—you haven't, of course, enough figures to average them yet; but do it all the same—and you may hit the current fancy, which is that we may have anything between one thousand and one thousand five hundred instead of our usual three thousand.

Pembroke and Trinity Colleges have been put to new uses. Pembroke became a sort of barracks for the O.T.C. men, where they slept three in a room (each having, in fact, a room of his own elsewhere), while they fed in St. John's and Caius. Trinity, or one of its courts, has been, it is said (for the public were carefully excluded), a hospital for wounded soldiers, who, as term comes on, will be shifted to new quarters in course of erection on one of the playing fields.

We all know a great deal about the War, of course; but, as knowledge grows from more to more, a good deal of what we know proves more than doubtful. The Russians used to keep going through by night in trains with the blinds down. What a curious contribution to the study of history they have made on their journeys through England! It is about all they have done for us in all their long train rides.

WALES.

A special meeting of the Central Welsh Board has just been held at Shrewsbury to discuss the reorganization of the work of the clerical staff. The Executive Committee had drafted recommendations as to the duties of the clerks in the different departments, but it was resolved, after some discussion, that a Special Committee should be appointed to co-operate with the Executive Committee and that an exhaustive report should be presented at a future meeting. It is, therefore, premature to pass any opinion just now on the scheme of reorganization which has been suggested. It is, however, evident that the Board is resolved to take all necessary steps to prevent the recurrence of the malpractices which were revealed at the recent Assize trial at Swansea.

It is only by radical changes that the Board can expect to justify the confidence of the public, and it is therefore extremely satisfactory to know that they are prepared to deal with the situation in a thoroughly businesslike way. It will be recalled that three members of the clerical staff were convicted of misappropriating an estimated balance of £2,000, and it was shown at the trial that the frauds had been going on for seven or eight years, and that the auditors had been totally deceived. But, painful as these revelations were, it is, however, important to state that the efficiency and integrity of the Board's examinations and inspections were in no way affected. It is only its financial administration that has been involved. The credit of the Board's educational work stands as high as ever in the estimation of the public.

As Dr. Arnold points out in his circular, the educational system of Wales "is now on its trial," and the present occasion will show whether its representatives are ready to rise to their opportunities and become pioneers in a truly national movement. It is for us to show that learning does not enervate, but stimulate, and that education means a clearer vision, a higher sense of responsibility, and a stouter heart. The response to this appeal has so far been satisfactory, and it is expected that with the active co-operation of the head masters of the secondary schools, a great many Old Boys of military age will be induced to come forward. The battalion will probably form one of the units of the new Welsh Army. Its motto is "Remember Louvain"—a very appropriate one for a University Corps.

The proposal to form a battalion for active service of members of the University, St. David's College, Lampeter, and of the Secondary Schools of Wales, has been taken up with enthusiasm. Both primary and secondary teachers are giving the movement their whole-hearted support.

Mr. Ivor B. John, M.A., has been appointed Principal of the Caerleon Training College.

SCOTLAND.

The Universities will be considerably affected by the War. It is as yet uncertain whether, or how far, the number of entrants will be reduced; but there will be a considerable loss of present students who have offered themselves for service at home or abroad. Every possible consideration will be given to these students when they return to the University, and it has even been suggested by the St. Andrews University Court that the Universities should co-operate in obtaining a special Act of Parliament to enable them to modify or suspend existing ordinances in so far as they apply to students whose course of study is interrupted by military service. University income will be greatly reduced by the loss of fees, and this will cause special difficulty to the smaller Universities. It has been suggested, in order to reduce this loss, that the Carnegie Trust should be asked to pay to the Universities the same amount for fees as was paid last year. This, of course, would not cover the whole loss; but it would considerably lighten it, and as the money, if not paid in this way, would ultimately go to the Universities in the form of endowments, the proposal seems a reasonable one.

At St. Andrews over a hundred students have offered themselves for commissions in the Army, and about one-fourth of these have already been accepted. Twenty women students have offered themselves for Red Cross service, and several members of the teaching staff and laboratory attendants have also offered their services. At Glasgow between six and seven hundred students have joined through the Officers' Training Corps and the Students' Special Committee, in addition to many others who have entered the service independently of the University organizations. At Aberdeen twenty graduates and students have received commissions in the Army, and about sixteen medical graduates have been accepted for temporary commissions in the Navy. At Edinburgh about five hundred senior students and graduates are engaged in military duties. The number would have been greater had not senior medical students been advised to complete their course first. An Edinburgh University troop has been raised for the Scottish Horse.

In the middle of August Glasgow University held a special final medical examination for candidates who desired to volunteer for active service, and nineteen candidates received the degrees of M.B., Ch.B. Edinburgh University Court has taken the somewhat doubtful step of asking all the German members of the staff to resign; but as the result of representations against this action an exception has been made in the case of Dr. Otto Schlapp, Lecturer in German, on condition that he submits to the Court before the end of September a certificate of naturalization, which, it is understood, the Home Office is prepared to grant. Some of the French members of staff in the Universities are serving in the French army, and several lecturers and assistants are detained as prisoners of war in Germany and Austria.

Numerous lecturers and students under the Provincial Committees are on active service, and the Committees have agreed to recommend that, subject to the approval of the Education Department, the following resolutions be given effect to:—(1) "That in the case of students taking a two, three, or four years' course, a period of service in the Army or Navy up to a year be reckoned as time given to training"; (2) "that in the case of students who were about to enter upon a year's course of training a period of service in the Army or Navy up to six months be reckoned as time given to training"; (3) "that holders of the general certificate who have qualified for admission to the shortened course of training, leading to recognition under Chapter 5 of the Regulations, be exempted from this course in the event of their joining the Army or Navy"; and (4) "that students who have completed the course of training qualifying as teachers of modern languages, except as regards the year of study abroad, be relieved from the requirements of foreign residence, subject to evidence of oral proficiency. Satisfactory arrangements are also being made regarding the salaries of lecturers on active service. Many teachers have also joined the forces, and it has been arranged that their posts shall be kept open for them, and that they shall be paid the difference between their military pay, exclusive of allowances for dependents, and their present salary. The Educational Institute has asked its members to contribute regularly a percentage of their salaries, to be given through a Committee to the various relief funds, &c.

The University Court has appointed Mr. David Waterston, M.A., M.D. (Edin.), to succeed Prof. Musgrave in the Bute Chair of Anatomy in the United College. Prof. Waterston is at present Professor of Anatomy at King's College, London. The appointment to the Lectureship in Geology has been deferred, and Mr. R. M. Crag, M.A., B.Sc., and Mr. David Balsillie, B.Sc., Assistants in the department, have been appointed Lecturers in Geology for one

year, as a temporary provision—Mr. Craig to conduct the classes in St. Andrews, and Mr. Balsillie the classes in Dundee. Dr. Henri Cottin, Assistant in French, has been appointed Lecturer in French at McGill University, Montreal, and Mr. W. C. Wicks, B.A., L. ès L., has been appointed to succeed him. Mr. Albare G. Widgery, M.A. Cambridge, has been appointed Assistant in Moral Philosophy, in succession to Mr. G. A. Johnston, M.A., who has been appointed Lecturer in Moral Philosophy at Glasgow.

On account of the War it has been decided by the Liberal, Unionist, and Socialist parties to withdraw their candidates for the Rectorship and to unite in nominating a candidate who is not a prominent

Glasgow.

politician. Sir Ernest Shackleton has appointed Mr. Alexander Stevens, M.A., B.Sc., Assistant to the Lecturer in Geography, to be geologist and geographer to the Weddell sea party of his expedition. Mr. James M. Wordie, B.A., B.Sc., of Glasgow University and St. John's College, Cambridge, is already attached to the expedition as geologist.

Dr. Theodore Sherman, pathologist to the Edinburgh Royal Infirmary, has been appointed by the Crown to be Professor of Pathology, in succession to the late Prof. Dean. Prof. Sherman is an Edinburgh

Aberdeen.

graduate, who has for nearly twenty years devoted himself exclusively to pathology, and has worked in various laboratories at home and abroad. He has made considerable contributions to the literature of the subject. On his retirement, after thirty-six years' service, Dr. William Stephenson, Emeritus Professor of Midwifery, has been presented by his colleagues, former pupils, and others with his portrait, of which a replica has been presented to the University. In connexion with the visit of the British Medical Congress to Aberdeen at the end of July, the Senate conferred the honorary degree of LL.D. on Mr. Archibald E. Garrod, M.D. London; Mr. William T. Hayward, M.R.C.S., Adelaide, South Australia; Sir Victor Horsley; Sir John Bland-Sutton; and Mr. Thomas J. Verrall, M.R.C.S., Brighton.

Dr. Julius Eggeling, Professor of Sanskrit and Comparative Philology, has resigned his chair after a tenure of thirty-nine years. He has done valuable

Edinburgh.

research work in Sanskrit and published many important books. The number of matriculated students in the University during the present academic year was 3,282, a decrease of 70 as compared with the previous year. Mr. E. G. McAlpine, M.A., an honours graduate in English and Classics, has been appointed Professor of English in the Central College, Bangalore, India.

In order to avoid a political contest Sir Edward Carson and Sir John Simon have both withdrawn their candidature for the Rectorship of the University. Lord Kitchener, in accepting the nomination, writes, "I shall be proud thus to be associated with a University of which I am already an LL.D., and of whose students many have joined the profession to which I am privileged to belong."

IRELAND.

The shadow of War, which has fallen across the sunshine of August and September and darkened the enjoyment of our holidays, is being felt in education no less than in other fields of work. More than

The Universities.

one professor from an Irish University who went to Germany for his holidays at the beginning of the summer, is at present detained there. The election to the Chair of French in the National University has been unavoidably postponed owing to the claims made by their country on certain of the candidates who are of French birth. Both Trinity College and the National University held extraordinary meetings in August for conferring degrees in Medicine on candidates who had volunteered, or wished to enter the service in Army or Navy, and who, in the ordinary course of events, would not have been qualified till the autumn session.

Numbers of students have volunteered or received commissions, and in Trinity College, at any rate, it is likely that some of the classes will be almost empty this winter. A camp of instruction for training young infantry officers has been established at Queen's University in Belfast. One of the early victims of the War has been a member of the teaching staff of Queen's, Lieut. K. T. Frost, who was Lecturer in Archaeology since the foundation of the University, and on the outbreak of the War was gazetted to the 1st Battalion Cheshire Regiment.

The destruction of Louvain by the German Army called forth a protest signed by leading members of the governing bodies of the Universities, academies and learned societies, libraries and museums

in Dublin, and the Senate of the National University also drew up a resolution expressing its sympathy with the University of Louvain.

Trinity College has lost another distinguished scholar of the older generation—Dr. Robert Yelverton Tyrrell, who died at Grey-stones, co. Wicklow, on September 19. Dr. Tyrrell, who was in his seventieth year, entered Trinity College in 1860 at the age of sixteen, won the Classical studentship in 1864, and four years later was elected to a Fellowship. He was successively Professor of Latin, Regius Professor of Greek, and Professor of Ancient History, and for a time also Public Orator to the University. In 1904 he was co-opted as Senior Fellow to the vacancy caused by Dr. Traill's appointment as Provost. He was one of the original fifty Fellows of the British Academy of Letters, and held many honorary distinctions from other Universities. His literary work as an editor of the classics and as a translator—notably in his edition of Cicero's "Correspondence," produced in collaboration with Prof. L. C. Purser—and in such original works as his volume on Latin poetry, secured him recognition outside his own country; at home he was also known as a brilliant and stimulating lecturer and a genial personality, gifted with a ready wit and resourcefulness in repartee and epigram.

The results of the Intermediate Board Examinations held this summer have been published during the month.

Secondary Education.

The total number of boys examined was 6,346 (849, 1,637, and 3,860 in the Senior, Middle and Junior Grades respectively), of whom 3,715, or 58.5 per cent., passed; of girls, 3,830 (452, 981, and 2,397 in the respective grades), of whom 2,330, or 60.8 per cent., passed. 200 exhibitions were awarded among boys, 122 among girls. An analysis of the results based on the total number of awards (exhibitions, prizes, and medals) to each school gives the four highest places among boys' schools in order of merit, to the Christian Brothers' Schools, Cork; Clongowes Wood College; the Christian Brothers' Schools in North Richmond Street, Dublin; and the Royal Academical Institution, Belfast; among girls' schools, to Loreto College, Dublin; Dominican College, Dublin; Alexandra College and School and Victoria College, Belfast. The schools of the Christian Brothers and the Christian Schools (managed by the De la Salle Brothers) figure prominently in the boys' lists, being especially successful in mathematical and scientific subjects. As generally happens, several of the successful candidates have won exhibitions in more than one subject-group, though, of course, in such cases, they are entitled to hold only one.

The Intermediate Board has just issued its report for the year 1913. The tables and statistics furnished therein show a steady rise in the number of candidates who presented themselves for examination, from 9,166 in the year 1904 to 13,858 in 1912; an apparent falling-off last year, when the number was 10,827, being due entirely to the abolition of the Preparatory Grade. The percentage of passes during the same period has somewhat gone down (63.3 in 1904 against 55.6 last year), but this is probably due to the inevitable tendency of annually recurring examinations to raise their standard. The amount of the School Grant paid to managers of schools in 1913 was £50,076. 11s., in which 322 schools participated (161 boys', 123 girls', and 38 mixed schools). Of this grant £18,508 odd fell to Leinster, £14,572 to Ulster, £13,000 to Munster, and £3,895 to Connaught. A further sum of £1,997 odd was allocated in bonuses to schools for choirs and orchestras on the results of a practical examination.

While there has been a continuous rise in the number of schools and scholars dealt with, there has been a serious diminution in the Board's income. The amount now received from the Local Taxation Account (the "whisky money") is £46,566, as compared with £71,400 in 1900. The Board state that more money is urgently needed, the sum allotted at present for distribution being totally inadequate to relieve the schools from the financial difficulties under which many of them are struggling. An additional grant, to be paid on inspection of the upper classes in the schools, would do incalculable good educationally. Additional money is also needed for holiday courses for teachers and for organizers in certain districts. The Board emphasize the necessity of developing and extending the system of inspection. The abolition of the Preparatory Grade, it is stated, has already borne good fruit, as testified by the reports of Inspectors.

Tables are given showing the totals of entries and passes in different subjects in the various grades in 1913. Among boys the total numbers examined in the following languages (all honour subjects)—Greek, Latin, French, German, and Irish—were respectively 1,069, 4,254, 5,196, 246, and 3,932. Among girls the corresponding figures were: 7 (no failures in Greek), 696, 3,411, 1,551, and 1,910. It will be seen that German is confined largely to girls' schools.

One curious effect of the present War, which has shown itself

since the resumption of school work in August or September, is the large reduction in the number of pupils taking German. Is this due to a hazy notion of what loyalty to the British Crown involves? or to the hope that by some occult means the arms of the Germans may be weakened by the disrespect shown to their tongue? or to the belief that at the end of the present struggle Germany will be blotted from the map of Europe and no vestige left of her literature? Whatever the motive, it seems short-sighted policy. One may feel pretty certain that the War will not lead to the study of English being dropped in German schools.

PRIZE COMPETITIONS.

HOLIDAY COMPETITIONS.

The following Prizes are awarded:—

DRAWING.

1. No award.
2. "Liège," £1. 1s.; "E.M.C.," 17s. 6d.; "Britannia," 15s.; H. E. Hutchings, 15s.

PHOTOGRAPHS.

1. "Gulval," 10s. 6d.; "Gothicus," 7s. 6d.
2. "Euphemia," 10s. 6d.; "Norway," 5s.; *παίς*, 5s.; S. Ingham, 5s.; "O.L.," 5s.; "Tramp," 5s.

LITERARY.

1. Critical notes on Gray's "Elegy": "Albus an ater," £1; S. Cunningham, 10s. 6d.; "Clito," 5s.
2. Specimen letter: L. Johnstone, 5s.; "Lance," 5s. "Judy," 5s.
4. Epigrams: "Berenguela," £1. 1s.
5. Recipe for a Faultless Dominie: "L'Ardent," 5s.
6. Motto: "Rolobo," 5s.

The competition in Art was much stronger than in Letters 1 was the most popular subject, but the Critical Notes were generally either notes for lessons or replicas of what had been said by M. Arnold or other great critics.

2. None quite rose to the occasion. Fancy the letter that Becky Sharp would have written to Miss Crawley.

3. A blank. Only two dialogues were sent in.

4. We hope to publish later some of "Berenguela's" epigrams.

NOTES ON GRAY'S "ELEGY."

By ALBUS AN ATER.

The Elegy marks the transition between the Classical and Romantic age of English Poetry.

Classical.—It has all the merits and some of the defects of Pope. (1) The quatrains rival Dryden's (his master in metre); nervous and dignified as Dryden's; some (e.g. the opening four) with a delicate music that is all his own. (2) Personification. Not so obtrusive as in Collins's "Ode on the Passions," but still excessive. (3) Inversions. Amount almost to a mannerism and sometimes cause ambiguity (*vide infra*). (4) Echoes of Greek and Latin, and borrowings, conscious or unconscious, from English poets. For these, consult any good edition, and note that in each case but one they have been absorbed, not transferred. There are no purple patches. In this he resembles Virgil and Tennyson. (5) The sentiments are commonplace, or rather common to the human race; but these have never been more perfectly expressed. In this the "Elegy" may be compared with the Greek Anthology.

Romantic.—(1) Gray is picturesque, but he attempts only broad effects. Unlike Pope, he is a true *ruris amator*, and, like Milton, in "L'Allegro," he paints, or rather indicates, the beauty of an English landscape; but this only serves as a background for the "silent con-

(Continued on page 706)

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templation." He did not write with "his eye on the object," like Wordsworth or Tennyson, nor did he bring to Nature "the philosophic mind." (2) "The short and simple annals of the poor" is no new note in English poetry: witness "The Deserted Village," but it precludes Burns and Crabbe. (3) So, too, the self-portraiture and final Epitaph are a foretaste of Byron and Werther.

In spite of its elaboration and constant revision, the "Elegy" is not a faultless poem. Any who have committed it to memory will have discovered how hard it is in parts to remember the order of the stanzas. The omitted stanza on the redbreast, a faultless gem in itself, might have been inserted in more than one place.

Appended are notes on some of the difficulties and obscurities.

Line 1: The Dante original shows that "knell" is a cognate accusative, not in apposition to "curfew."

Line 2: "Wind" is the reading of the MS. Gray is as careful as Tennyson to "turn out the cackling geese."

Line 20: "Their lowly bed." The epithet and the previous stanza suggest the grave, but the following stanza points to the literal sense.

Line 35: The MSS. vary between "await" and "awaits"—the latter probably an inversion that Gray rejected. Stanza 13 is Augustan (Tennyson has borrowed "noble rage"). Stanza 14, though a classical echo, is Romantic.

Line 60: "Guiltless of his country's blood." Did Gray consider Cromwell guilty or guiltless? The "mute, inglorious Milton" points to "guilty," but the description of Hampden to "guiltless." If Horace Walpole confessed himself unable to understand Gray's political opinions, we must leave it an open question.

Line 68: A reference to Shakespeare's "Henry V" shows that an Attila or William II is intended.

Line 78: "Still" must be temporal, not adversative, and "erected" is loosely used for "standing." "Teach," in line 84, is also incorrect in syntax.

Line 85: "To dumb forgetfulness a prey." Whether in apposition to "who" or to "a prey" is a vexed question. Gray's love of inversion tells in favour of the latter.

Line 89: "Pious drops," not a happy rendering of *piæ lacrimæ*; no better than Pope's "kind, domestic tear." The epitaph sustains the subdued melancholy of the poem, but the second stanza is a conceit and the last will not bear analysis.

MOTTOES FOR LONDON.

The competition was disappointing, and the various suggestions made in the public press show how hard, if not impossible, it is to find or frame a motto that shall be distinctive, adequate, yet not boastful, and original, *i.e.* not hitherto employed. These, out of some century submitted, seem to us the best: "Circumspice"; "Civitas Dei" (or "A City of God"); "Now this world's greatest" (Tennyson); "Prima inter omnes Divom domus" (Ausonius); "Resort and mart of all the earth" (Cowper); "Britain's heart and home."

A Prize of One Guinea is offered for the best translation of the following extract from Claudian:—

Haec est, in gremium victor quae sola recepit
Humanumque genus communi nomine fovit,
Matris, non dominae ritu; civesque vocavit
Quos domuit, nexuque pio longinqua revinxit.
Huius pacificis debemus moribus omnes
Quod veluti patriis regionibus utitur hospes:
Quod sedem mutare licet; quod cernere Thulen
Lusus, et horrendos quondam penetrare recessus:
Quod cuncti gens una sumus.

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C'était le premier jour de l'an. Par les rues blondes d'une boue fraîche, entre deux averse, M. Bergeret et sa fille Pauline allaient porter leurs souhaits à une tante maternelle qui vivait encore, mais pour elle seule et peu, et qui habitait dans la rue Rousselet un petit logis de béguine, sur un potager, dans le son des cloches conventuelles. Pauline était joyeuse sans raison et seulement parce que ces jours de fête, qui marquent le cours du temps, lui rendaient plus sensibles les progrès charmants de sa jeunesse.

M. Bergeret gardait, en ce jour solennel, son indulgence coutumière, n'attendant plus grand bien des hommes et de la vie, mais sachant, comme M. Fagon, qu'il faut beaucoup pardonner

(Continued on page 708.)

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à la nature. Le long des voies, les mendiants, dressés comme des candélabres ou étalés comme des reposoirs, faisaient l'ornement de cette fête sociale. Ils étaient tous venus parer les quartiers bourgeois, nos pauvres, truands, cagoux, piètres et malingreux, callots et saboulex, francs-mitoux, drilles, courtants de boutanche. Mais, subissant l'effacement universel des caractères et se conformant à la médiocrité générale des mœurs, ils n'étaient pas, comme aux âges du grand Coësre, des difformités horribles et des plaies épouvantables. Ils n'entouraient point de linges sanglants leurs membres mutilés. Ils étaient simples, ils n'affectaient que des infirmités supportables. L'un d'eux suivit assez longtemps M. Bergeret en clochant du pied, et toutefois d'un pas agile. Puis il s'arrêta et se remit en lampadaire au bord du trottoir.

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FROM a letter addressed to us by the Chairman of the L.C.C. Education Committee we learn that the L.C.C. is making every effort to meet the crisis. Classes in First Aid and Nursing and in Invalid Cooking have been started; in the History, Literature, Geography, and Economics Classes the causes and results of the War will be dealt with; and Day Continuation Classes have been established for young workers who have been thrown out of employment. Last year 5,500 students enrolled themselves in the Junior Technical Institutes for a course of six hours per week.

THE Froebel Society have engaged provisionally the Birkbeck Hall for Dr. Montessori's lecture on October 29.

No name in the scholastic world will carry more weight than that of ex-President Charles W. Eliot. In a letter addressed to the *New York Times* (September 3) he writes: "Should Germany and Austro-Hungary succeed in their present undertakings, the whole civilized world would be obliged to bear continuously, and to an ever increasing amount, the burden of great armaments, and would be in constant fear of sudden invasion, now here, now there, and a terrible fear against which neither teachers nor professors of peaceable intentions could offer the least security. Although the people of the United States mean to maintain faithfully a legal neutrality, they are not, and cannot be, neutral or indifferent as to the ultimate outcome of this titanic struggle. It already seems to them that England, France, and Russia are fighting for freedom and civilization."

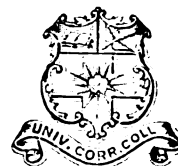
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WITH the gracious permission of Her Majesty the Queen, H.R.H. the Princess Mary has consented to become Patroness of the Girls' Patriotic Union, which has been organized by the Association of Head Mistresses for the purpose of spreading information among girls throughout the United Kingdom as to how they may render help to their King and country during the War. The Association invites the co-operation of all head mistresses of girls' secondary schools, whether public or private. Information may be obtained from the Hon. Secretary, Girls' Patriotic Union, 61 Great Ormond Street, W.C.

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ASSISTANT MISTRESS in large Girls' School in British Guiana, to teach the usual English subjects with good Mathematics up to Senior Cambridge standard. Churchwoman with experience essential. Salary £60 res. First class passage will be paid.—No. 1,116.

ASSISTANT MISTRESS for Girls' Boarding and Day School on the East Coast to teach English, Botany, and Drawing, if possible Painting. Salary £30 to £35 res.—No. 1,174.

ASSISTANT MISTRESS for School on East Coast to teach English, History, Geography, and Mathematics, also French and Latin. Experience essential. Salary £45 res., increasing by annual increments of £5.—No. 1,194.

ASSISTANT MISTRESS for Private Boarding School in the South-East to teach English, Piano, Painting, and Dancing. Salary according to qualifications and experience.—No. 1,210.

ASSISTANT MISTRESS for Dual School on the West Coast to teach Classics. Salary at rate of £140 to £150 non-res.—No. 1,221.

MATHEMATICAL AND SCIENCE MISTRESSES.

SCIENCE MISTRESS for a Mixed School in Ireland to teach Physics and Chemistry, and to take some Junior Form work. Salary £100 non-res.—No. 1,148.

ASSISTANT MISTRESS for a Boarding School in Ireland, to teach Latin, Mathematics, and English. Salary £40 res.—No. 1,156.

ASSISTANT MISTRESS for Boys' School in the South of England to teach Science, Botany, and Mathematics. Salary at the rate of £70 res.—No. 1,204.

SCIENCE MISTRESS to teach Chemistry for a Dual School in the West of England. Good discipline essential. Salary £33. 6s. 8d. per term, with £10 increments per annum to £46. 13s. 4d.—No. 1,206.

KINDERGARTEN AND LOWER FORM MISTRESSES.

JUNIOR ENGLISH MISTRESS for Private School on the South-West Coast, to teach English subjects to Form II, Composition and Drill to all except the Kindergarten, and some Mathematics. Modern Geography a recommendation. Higher Local or Metriculation Certificate. Salary £25 to £30 res.—No. 1,110.

KINDERGARTEN MISTRESS for Girls' School in the South-West of England. Recommendation to teach Dancing. Salary £30 res.—No. 1,135.

KINDERGARTEN MISTRESS for School in Western Australia. Salary £70 to £80 res. One-third of passage paid.—No. 1,162.

KINDERGARTEN MISTRESS to take charge of the Kindergarten, and instruct 2 students in Theory and Practice of Kindergarten, in a Private Day and Boarding School in South Africa. Salary £75 res.—No. 535.

KINDERGARTEN MISTRESS for February 1915, for a Private School in Australia. Salary £70 to £80 res. One-third passage in advance.—No. 1,215.

KINDERGARTEN LECTURER for Training College North of England. To lecture on Child Psychology and Froebel Methods. Salary £75 to £100 res.

ASSISTANT MISTRESS to teach elementary subjects in Boys' Preparatory School in the North-West of England. An advantage to offer French and Music. Salary £50 res.—No. 1,247.

ASSISTANT MISTRESS for Boys' Preparatory School on the South Coast to teach elementary subjects. Salary according to qualifications and experience.—No. 1,251.

ASSISTANT MISTRESS to teach elementary subjects for Boys' Preparatory School on the South Coast. Salary £40 to £50 res.—No. 1,255.

MODERN LANGUAGE AND FOREIGN MISTRESSES.

FOREIGN MISTRESS for a Private Girls' School in the South-West of England to teach French and German, also some Needlework and Music. Salary £25 to £30 res.—No. 1,008.

MODERN LANGUAGE MISTRESS to teach French and German for Mixed School in Ireland. Salary £80 non-res.—No. 1,153.

LANGUAGE MISTRESS for Private Girls' School in the North of England, to teach French and German. Salary £40 to £50 res.—No. 1,187.

MODERN LANGUAGE AND FOREIGN MISTRESSES—continued.

FRENCH MISTRESS for High-class Girls' School in London, to teach French, recommendation if musical. Salary according to qualifications and experience.—No. 1,227.

ASSISTANT MISTRESS to teach German in High-class School for Girls near London for two days a week. Salary £20 a term.—No. 1,252.

ASSISTANT MISTRESS to teach French and Latin in Boys' Preparatory School in the South. Salary £30 to £40 res.—No. 1,254.

FOREIGN MISTRESS for High-class Boarding School for Girls in London, to teach French. Salary according to qualifications and experience.—No. 1,256.

MUSIC AND ART MISTRESSES.

MUSIC MISTRESS for Girls' Private School in the South-West of England, to help with Junior English and Needlework. Recommendation to speak German. Salary £30 res.—No. 1,142.

MUSIC MISTRESS to teach Music and Junior English for Private School in the North of England. Salary £30 res.—No. 1,218.

ART MISTRESS for Private School in London. Able to speak French. Salary according to qualifications and experience. Non-res.—No. 1,242.

MUSIC MISTRESS for Private School in London. Able to speak French. Salary according to qualifications and experience. Non-res.—No. 1,243.

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GYMNASTIC MISTRESS for Private School in the South of England to teach Drill and, if possible, some other subject, preferably Elocution. Salary £25 to £30 res.—No. 1,189.

GYMNASTIC MISTRESS for School in the Midlands to teach Swedish Gymnastics and Games. Recommendation to offer School subjects in addition. Salary £120 to £150 non-res.—No. 1,240.

STUDENT TEACHERS and PRIVATE GOVERNESSES. Messrs. GABBITAS, THRING & Co. have on their Books Vacancies for Student Teachers, on mutual terms, and Private Governesses.

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Messrs. GABBITAS, THRING & Co. have on their books Vacancies for Matrons, Lady Housekeepers, and Housemistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

These School and Teachers' Advertisements are continued from page 674.

SOUTHPORT PHYSICAL TRAINING COLLEGE.

Beautifully situated near the Sea in healthy surroundings.

President:

Admiral Lord CHARLES BERESFORD, K.C.B., M.P.

Principals:

A. ALEXANDER, F.R.G.S.; Mrs. ALEXANDER.

The Staff consists of Medical Lecturers and experienced teachers in every branch of Physical Training, including a Swedish Mistress from the Royal Gymnastic Institute, Stockholm.

GIRLS of good education are trained as scientific teachers of Physical Training to qualify them for appointments as Gymnastics, Games, and Health Mistresses in schools and colleges. The course, extending over two years, includes:—Physiology, Anatomy, School Hygiene, First Aid and Sick Nursing, Remedial Exercises and Massage, Swedish Educational Gymnastics (Ling's System), Outdoor Games (Hockey, Net-Ball, Cricket, Tennis, Badminton, &c.), Dancing (including Old English and Morris Dances), Swimming and Rowing, Organized Recreative Games for School and Play-Ground.

Diplomas and Gold Medals are awarded to successful students.

The demand for capable teachers of Physical Training is steadily increasing, and students of this College frequently obtain appointments before completing their training.

HEALTH STUDENTS.

Cases of spinal curvature or general physical weakness are received in residence, and treated under medical supervision.

REFERENCES

permitted to Lord Kinnaird, the Right Hon. Viscount Gladstone, the Hon. and Rev. E. Lyttelton, D.D., and others.

Prospectus from the Secretary.

THE INCORPORATED GYMNASTIC TEACHERS' INSTITUTE.

(Founded 1897.)

Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E.

THE Institute is an Examining Body of Teachers of Gymnastics, &c., and Fencing, and its Membership, obtainable by Examination only, consists of Fellows, Members, and Associates.

The Institute also holds Examinations for Elementary School Teachers' Certificate for Physical Training.

Students are Trained as Teachers and for the Institute's Examinations.

Full particulars of the Examinations, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Principals of Schools and Colleges requiring Trained and Certificated Teachers of Drill, Gymnastics, &c., or Fencing, should apply to the Hon. Secretary.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD.

(President of the Ling Association of Gymnastic Teachers).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Laerosse, Lawn-tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer.

For Prospectus apply—37 Lansdowne Road, Bedford.

ACADEMY OF DANCING AND SCHOOL OF PHYSICAL CULTURE, CHELTENHAM.—VACANCY for young lady as Resident Student in September (one who is musical preferred).—Principal, Miss WOODWARD, 12 Royal Crescent.

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Three Years' Diploma Course of University Standard.

Special attention given to training in Class Teaching and Lecturing.

Apply for information and advice to

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Head Mistress.

South-Western Polytechnic Institute,
Chelsea.

Telephone: 899 Western.



THE INCORPORATED BRITISH COLLEGE of PHYSICAL EDUCATION.

5 & 7 Johnson Street, Notting Hill Gate, London, W. (Founded 1891.)

EXAMINATION for MEMBERSHIP (including the Theory and Practice of German and Swedish Educational Gymnastics), LICENTIATESHIP, and for the SCHOOL TEACHERS' DRILL CERTIFICATE are held thrice annually—in February, June, and November respectively but additional (Local) Examinations for School Teachers are held under certain conditions. Separate Examinations in HUMAN PHYSIOLOGY and HYGIENE, Elementary and Advanced, are held in June. Full particulars to be obtained on application.

Education Committees, Schools, Colleges, and others requiring qualified INSTRUCTORS of either sex should communicate with

FRANK H. GELLING, Hon. Secretary.

LIVERPOOL PHYSICAL TRAINING COLLEGE,

BEDFORD STREET, LIVERPOOL.

LING'S SWEDISH SYSTEM.

Principal: Miss IRENÉ M. MARSH.

For Ladies as Gymnastic and Games Mistresses, and Medical Gymnastic Teachers and Masseuses.

THE Course is two years, and includes a large number of subjects, making the training very valuable and enabling each Student to specialize in some particular branch.

It includes Educational and Remedial Gymnastics, Fencing, Rowing, Swimming, Dancing, and Games. Also it includes extra subjects such as Needlework and Elocution.

Lectures and lessons are given in Anatomy, Physiology, Pathology and Orthopedics, Ambulance, Home Nursing, Theory of Movement, &c.

For prospectus apply—COLLEGE SECRETARY.

NORTH OF ENGLAND COLLEGE FOR TRAINING KINDERGARTEN AND JUNIOR FORM TEACHERS. CRIMSWORTH, UPPER CHORLTON RD., MANCHESTER. President: The Rt. Hon. Sir WILLIAM MATHER, LL.D. Hon. Secretary: Miss E. NEEDHAM, M.A. Principal: Miss FLORENCE SUTTON, N.F.U.

The house stands in two acres of ground, and has accommodation for Resident Students. A Kindergarten and Preparatory School is attached. Fuller information from the Hon. Sec., 4 Lancaster Road, Didsbury.

A limited number of Scholarships will be offered.

PORTLAND ROAD GYMNASIUM, LONDON, W.—Students thoroughly trained for Public Examinations. Duration of Course, 2 to 3 years. All branches of Physical Work. German and Swedish Gymnastics, Hygienic Exercises, Dancing, and Remedial Work.—Miss TOLLEWACHE, Member and Examiner of the British College of Physical Education, M.G.T.I., 113 Mount Street, Grosvenor Square, W.

THE LING ASSOCIATION

(Of Trained Teachers of Swedish Gymnastics).

FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

The Association keeps a list of certificated Gymnastic and Games Mistresses.

For Terms of Membership, Conditions of Examination, Entrance Forms, Syllabus, &c., apply to the Hon. SECRETARY.

"Good and Bad School Postures."

Published by the Ling Association. A series of ten Drawings, showing the effects of faulty positions in standing, writing, sewing, &c. No School should be without them. Mounted on cards, 15 in. x 20 in., with cords ready for hanging. Price 5s. per set, post free in British Isles, from Messrs. SHERRATT & HUGHES, 33 Soho Square, London, W.

THE NATIONAL SOCIETY OF PHYSICAL EDUCATION.

(Founded 1897.)

Headquarters: THE POLYTECHNIC,
REGENT STREET, W.

EXAMINATIONS for the Society's Gymnastic Diploma, Elementary School Teachers' Drill Certificate, Swedish Physical Training Certificate, &c., &c., are held in March, June, October, and December.

College and School Principals requiring fully qualified Drill or Gymnastic Teachers should notify the Hon. Secretary.

Handbook and Syllabus may be obtained of Mr. A. H. FREEMAN, 58 Beverstock Road, Tufnell Park, N.

Girls' Public Day School Trust, Limited. CLAPHAM HIGH SCHOOL.

HEAD MISTRESS ... Miss A. S. PAUL, M.A.

TRAINING DEPARTMENT.

STUDENTS are prepared for the London Teachers' Diploma, for the Cambridge Teachers' Certificate, and for all Examinations of the National Froebel Union. Training is also given to those desirous of becoming Art or Domestic Teachers in Secondary Schools.

Classes are held in preparation for the Cambridge Higher Local, and for other qualifying Examinations.

There are Boarding Houses for Students licensed by the Council.

Heads of Training Departments:

Miss DINGWALL (Post-Graduate).
L. JAMES, B.A. (Kindergarten). Miss WELCH (Art).
Miss E. MINOT (Domestic).

MRS. CURWEN'S PIANO- FORTE METHOD. EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

Training Classes for Music Teachers are held on Saturdays and Wednesdays at Bechstein Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M., who will be at the Studios on Saturday, September 26, between the hours of 10 a.m. and 2 p.m., to interview any enquirers. Further particulars can be obtained from the Secretary, Miss J. E. MURRAY, Bechstein Hall Studios, Wigmore Street, W.

THE SOUTH OF ENGLAND SCHOLASTIC AGENCY, WOOLSTON, SOUTHAMPTON

THIS old-established Agency undertakes all business connected with the Scholastic Profession. Good continental clientele. Prospectus (English or French) on application.

ELOCUTION.—Miss CELIA JOSCELYNE (Pupil of Miss Elsie Fogarty) teaches Reading Aloud, Recitation, Voice Production, and Breathing. Special attention to Physical Needs and Development. Lectures and conducts Classes in Schools. Excellent testimonials. References and terms apply—116 Manor Road, Brockley, S.E.

A NEW "IDOLA" SERIES

IDOLA LINGUARUM

THE JOURNAL OF EDUCATION will publish during 1914

A SERIES OF ARTICLES ON LANGUAGE TEACHING

Already published:

February 1914.	INTRODUCTORY ARTICLE. By Professor JOHN ADAMS.
March 1914.	ENGLISH GRAMMAR. By Professor ADAMSON.
April 1914.	GREEK. By Professor GILBERT MURRAY.
May 1914.	FRENCH. By CLOUDESLEY BRERETON.
June, July 1914.	THE REFORMED METHOD: Against. By OTTO SIEPMANN.
July 1914.	ENGLISH COMPOSITION. By G. E. S. COXHEAD.
August 1914.	THE REFORMED METHOD: For. By F. B. KIRKMAN.
October 1914.	ENGLISH LITERATURE AND LANGUAGE. By Miss LILIAN FAITHFULL.

The following other subjects will be treated in the course of the year:—

LATIN. GERMAN. MODERN LANGUAGES v. CLASSICS. By THE EDITOR.

NOTE.—The Fifteen Numbers containing the previous series (IDOLA PULPITORUM) can still be obtained, price 23s. the set

LONDON: WILLIAM RICE, 3 BROADWAY, E.C.

These School and Teachers' Advertisements are continued from page 710.

WANTED.—"THE JOURNAL OF EDUCATION" Volume for 1885. Complete, in Publisher's Binding, by John Davis, 13 Paternoster Row, London.

FOR SALE.—
Laurie's "Teacher's Encyclopædia," 7 vols., 1912.
New Sets for 35s.
"Educational Review," New York, Nos. 121 to 230.
New Copies for £6 10s.
JOHN DAVIS, 13 PATERNOSTER ROW, LONDON.

CONNEXIONS. HOW TO INCREASE.—
See PATON'S advertisement on page 718.

OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1889 are *out of print*. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are *out of print*.

BOOKS FOR SALE.—17 Hall Knight: Elementary Algebra, 1s. 9d.
6 Farmer: Botany, 1s. 6d.
6 Jones: Heat, Light, and Sound, 1s. 3d.
9 Witton: Compendium, 9d.
9 Carroll: Practical Geometry, 6d.
15 Pendlebury: Examples in Arithmetic, 4d.
20 Hall Knight: Algebra for Beginners, 4d.
20 Ora Maritima, 6d.
JOHN DAVIS (Successor to THOMAS LAURIE), 13 Paternoster Row, London.

ART MISTRESS, A.R.D.S., requires post for January or before. Art Class Teacher's and Art Master's Certificates: Teacher-Artist Certificate R.D.S. Fifteen years' experience in good secondary schools. Pupils successfully prepared for R.D.S. examinations. Address—No. 9, 374*

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SAMPLE FREE on receipt of stamped envelope.

Coaching,

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MISS A. W. GREGORY, L.L.A., Coaches orally and by correspondence in History and Literature, Early English, French, and German for the Matriculation, Cambridge and Oxford Higher Locals, and other University Examinations. School Examinations undertaken.—3 Ickburgh Road, Upper Clapton, N.E.

MISS. A. F. TAYLER gives LESSONS, orally or by correspondence, for Cambridge Higher Local, University Scholarships, London University Arts, or other Examinations. Many years' successful experience in similar work. Subjects:—English Literature, Early English, History, French, Logic, History of Education.—25 St. Augustine's Road, Camden Square, N.W.

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PARIS. — PENSION DE FAMILLE: Madame COUCHENÉ, 11bis RUE DE CLUNY. Situation exceptionnelle entre la Sorbonne et le Musée de Cluny. Nourriture très soignée: électricité; salle de bains. Conversation française corrigée pendant les repas. Pension de 5 à 8 francs par jour.

NORMANDY. — HOME SCHOOL in healthy and beautiful part above Rouen, for DAUGHTERS OF GENTLEMEN. English Principals (B.A. London and German Conservatorium). French Lady Diplômée resident. Visiting Professors. French and German thoroughly taught, conversationally and for examinations. Address—Miss HIBBERT-WARR, Casa Bianca, Canteleu, près Rouen. English reference kindly allowed to the Rev. G. H. West, D.D., Selsley Vicarage, Stroud, Glos.

GERMANY.

GERMANY, WIESBADEN, Fr. J. F. BLUTH, KAPELENSTRASSE 58.—High class Finishing School for girls, founded in 1878. PREPARATION FOR EXAMINATIONS in German Language. Handsome Villa, with garden. The house has every modern comfort, including steam heating, electric light, large bath rooms, and perfect sanitation. Highest references.

GERMANY, HANOVER. — The Principal of a recognized Collegiate School for the Daughters of Gentlemen receives a few Boarders. Preparation for Examinations in German Language. Address—PRINZIPALIN, 11 Marienstrasse, Hanover.

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NO CHARGE UNLESS A SALE BE EFFECTED.

**List of Boys' or of Girls' Schools for Sale sent gratis to
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French Holiday Courses BY THE SEASIDE.

SAINT-SERVAN, near Saint Malo (Brittany),

AUGUST, 1914 (12th year),

BY

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1. Higher Course.
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FOR ALL STUDENTS
by an Actor of the National Theatre of the Odéon.

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For Syllabus, apply to

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Avenue Trudaine 12, PARIS.

Partnerships Offered and Required.

PARTNERSHIP offered in successful, old-established Girls' School on the South Coast. The School has an excellent reputation, and the Principal is prepared to receive a lady of good organizing and teaching abilities on favourable terms. Address—No. 9,875.*

Books Wanted.

"MODERN Language Teaching" for 1913. "School World" volumes 3 and 6, and parcels of parts by JOHN DAVIS, 13 Paternoster Row, London.

THE JOURNAL OF EDUCATION, 1879, 1880, 1881; "The Teacher," 1879, 1880; "Manual Training," Vols. 1-9, and parcels of "Child Study" parts.—JOHN DAVIS, 13 Paternoster Row, E.C.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

Sale or Transfer.

SEASIDE GIRLS' SCHOOL (with Preparatory for little boys) FOR SALE. About 25 pupils. Only School of the class in the place. Nice house, rent £48 per annum (lets during the summer holidays for 8 guineas weekly).—Mrs. HOOPER, 13 Regent Street, London. Established 1881. Lists of schools for sale gratis.

SCHOOLS FOR SALE AND PARTNERSHIPS.—London, S.W. Old-established first-class Day Connexion, owing to Principal's serious illness. Young married daughter from country will sell to immediate Successor at great sacrifice. (1614 S.)—Wales. DAY AND BOARDING SCHOOL (under present management 23 years). Partner, with view to succession. (1793 S.)—Northern Heights. DAY CONNEXION. Established 30 years. About 45 pupils. (1667 S.)—OLD-ESTABLISHED FLOURISHING FIRST-CLASS BOARDING SCHOOL. Good fees. Sell outright, or German Partner would remain with half share. (1795 S.)—Further particulars of Mrs. HOOPER, 13 Regent Street, London. Established 1881. No charge to Purchasers. Expert advice gratis. State requirements, experience, qualifications, capital.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

MODERN Geography and Botany. —Experienced, trained MISTRESS, much travelled (Oxford School), Fellow of the Royal Geographical Society, is prepared to Coach for Examinations or visit Schools for Lectures and Classes in September. Private Classes for interested travellers can be arranged. Terms moderate. Address—No. 9,877.*

HEAD MASTERS who require ASSISTANTS for next term should write to Messrs. J. & J. PATON, 143 Cannon Street, London, E.C.

LADY desires ASSISTANT-SECRETARYSHIP, College or Public School. London training, some experience. Good references. Address—No. 9,876.*

ART MISTRESS.—Experienced, Registered, Art Class Teacher, R.D.S. Teacher-Artist, and other Certificates. Bronze Medal and King's Prizes Design. Water Colour, Oils, Pastel, Leatherwork, Stencilling, Press Drawing. Address—No. 9,878.*

YOUNG English lady gives COACHING and holds CLASSES in GERMAN, London or district. Address—No. 9,879.*

MESSRS. J. & J. PATON have on their books capable ASSISTANT MASTERS who are prepared to fill temporary posts which are vacant only during the war.—J. & J. PATON, 143 Cannon Street, London, E.C.

FRENCH, German, Italian.—Wanted, by young English Lady, position as FOREIGN LANGUAGE MISTRESS. Speaks French and Italian fluently, and perfect German. Address—No. 9,882.*

KINDERGARTEN MISTRESS, experienced, holding Higher Froebel Certificate, requires post as Kindergarten or Form I Teacher, non-resident, for January, 1915. Can also offer Games, Drill, Drawing. Address—No. 9,883.*

MUSIC MISTRESS (A.R.A.M. and L.R.A.M.) requires visiting post in good school, one or two days a week. Royal Academy training. Eleven years' experience in London schools. Highest testimonials. Address—No. 9,885.*

ALL ASSISTANT MASTERS for whom Messrs. J. & J. PATON act have supplied RECENT REFERENCES. Original letters are filed at 143 Cannon Street, London, E.C.

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KINDERGARTEN MISTRESS, experienced, requires non-resident post for January, 1915, or before. Kindergarten or Lower Form work. Higher Froebel Certificate and English Certificate. Can also offer Handwork, Botany, Drill. Address—No. 9,888.*

AS SENIOR ENGLISH or HEAD MISTRESS. Lady desires post in high-class Private School in January. Organization. English Literature and Composition, History, Elocution, Modern Geography. Trained, experienced, registered. Address—No. 9,889.*

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18th September, 1914.

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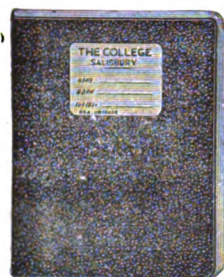
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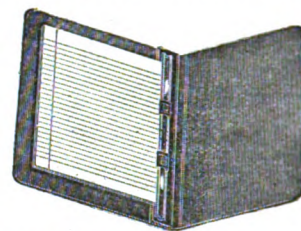
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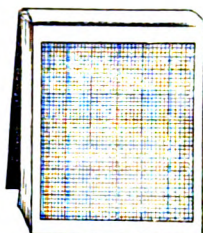
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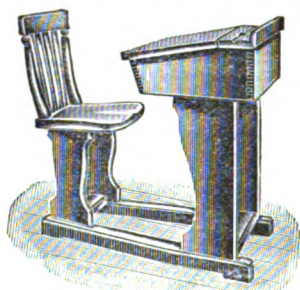


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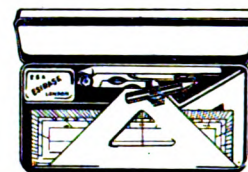


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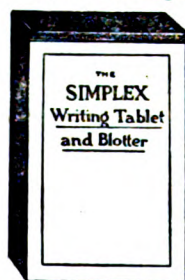
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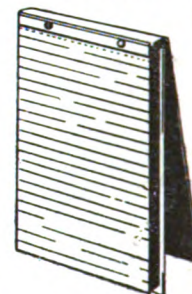
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REVIEWS AND MINOR NOTICES.

The Cambridge British Flora. By C. E. MOSS, D.Sc., F.L.S., assisted by Specialists in certain Genera. Illustrated from Drawings by E. W. HUNNYBUN. Vol. II: *Salicaceae to Chenopodiaceae.* (Cambridge University Press.)

The appearance of "The Cambridge British Flora" has been awaited with interest for some time, and the second volume, which has just been issued as the first instalment of the whole work, shows clearly enough that it is destined to form a striking landmark in the history of our knowledge of the plants of Britain. The work, when complete, will occupy ten large volumes, and it seems that Dr. C. E. Moss assumes responsibility for the greater part as author rather than as editor, although he will be assisted by specialists in certain genera.

An important feature of the "Flora" consists in the illustrations drawn by Mr. Hunnybun from actual specimens. Many of these illustrations, which are line drawings, admirably convey the character of the plant as a whole, and they will be of great use in portraying those distinctive features of the nearly allied forms which so often elude description. We could have wished that the details of flower and fruit had been better given. These drawings, which in some respects are quite as important as the large illustrations, leave much to be desired in definiteness, and rather resemble the efforts of an amateur who does not realize the difference between important and trivial details.

The volume just issued opens with a general introduction, in which the plan of the "Flora" is outlined and the scheme of classification is explained. The system followed is that of Engler, and thus marks a departure from the arrangement familiar to English field botanists since the days of Bentham and Hooker. The subdivision into sections and series within the families (or orders) is somewhat minute and will doubtless provoke criticism, inasmuch as the advantage of such subdivision tends to vanish as the number of sections approximates to that of the species.

Matters of nomenclature come in for a full share of attention, but we think it a pity that, whilst the Vienna Rules are followed for the most part, Dr. Moss has not seen fit to adopt the genitive form recommended for specific names derived from proper nouns. An excellent feature of the work, as a whole, lies in the illustration of the distribution, within the British Isles, of each species by means of a map. This is not only valuable in itself, but should serve to stimulate further research into the facts and causes of distribution. It often happens that the omission of plants from a district is quite as interesting as its presence—e.g. *Saxifraga aizoides*, so common in the Lake District, does not occur in the mountains of Carnarvonshire, while *Lloydia*, locally abundant in Snowdonia, is unknown elsewhere in the British Isles.

A work of the magnitude of "The Cambridge British Flora" demands courage and skill on the part of those responsible for its production. It could hardly, perhaps, have been committed to better hands than to those of Dr. Moss, who has, with considerable courage himself, tackled some of the difficult groups—e.g. the willows. Of course, there can be no finality in the treatment of such forms. Specialists differ, and will continue to differ, as to the limits of species no less than as to the hybrid origin so often attributed to apparently intermediate forms. The most that can be expected is that, at any rate, the groups of such species shall be defined as clearly as possible, the forms enumerated and distinguished, and the way pointed out in which further research may illuminate what still remains obscure. Sometimes, indeed, one experiences a doubt as to whether the numbers of new forms—species or what not—which are first recorded within the pages of the "Flora," are not rather overdone. Local differences of climate, soil, and the like exercise an influence, and, in any event, even when the differences appear to be hereditarily fixed, it is not always

very certain that the mean has been hit between "splitting" and "lumping" of forms. One is rather appalled at the prospect of subdivision on the lines of Jordan's sub-species (or species) of whitlow grass, and, without desiring to suggest that any such extreme course is intended, it will not be at all easy to draw the line beyond which further splitting should cease. Of course, it often comes to be largely a matter of personal judgment, and, whatever course Dr. Moss elected to pursue in the more "difficult" families, although he might anticipate support in some quarters, he would not expect to escape criticism in others.

But, whilst we may concede full liberty of judgment in dealing with these matters, we cannot avoid entering a protest against the occasional employment of a kind of polemic such as that which disfigures one of the pages (page 188) devoted to the Salicornias. Whatever errors Bentham may have committed, he was a great man, and we think Drs. Moss and Salisbury will not advance the cause of science by any such attempt to asperse the memory of a botanist who is no longer with us in terms which might have provoked amusement a century ago, but arouse quite other feelings at the present time.

In turning over the pages of the "Flora," one notes with satisfaction the excellent historical information so abundantly embodied in the text. Indeed, it becomes very plain that we have here a vast mass of valuable information quarried from the mine of the older literature, sifted and brought together in such a way as to place the reader at once in contact with the main sources of information, and this is all additional to that other kind of knowledge which depends on first-hand acquaintance with the plants themselves. Full references to literature are given in the text, and the practical utility of the volume is enhanced by an extremely good index. The Cambridge Press, as well as the authors concerned in the work, have well earned the gratitude of everyone who desires to know fully his way about the flora of the British Isles.

Wings and the Child. By E. NESBIT.
(6s. Hodder & Stoughton.)

Mrs. Nesbit has led us to expect charm in her writing, and it is doubtful whether any book of hers surpasses this one in delightfulness; its delicate humour, psychological insight, and sweet reasonableness make an appeal to all. The first part of the volume is the expression of thoughts on educational methods held by a "lay" mind, but it is dedicated to elementary-school teachers, "as a small token of a great admiration for their high courage, their steadfast perseverance, and their unflinching patience, love, and service." The second part is devoted to a description of the making of magic cities, both for rich and poor children, and is written in a style that is of interest to both children and grown-ups.

The author is happily in accord with modern educational tendencies in the matter of liberty. She says:—"Liberty is one of the rights we claim for ourselves . . . and liberty is one of the rights that a child above all needs—every possible liberty, of thought, of deed, of word. The old systems of education seem to have found it good to coerce a child for the simple sake of coercion . . . It did not much matter what you made a child do, so long as it was something against the grain."

We scarcely agree with the next extract, for it appears that one faculty, possessed by those who really understand children, has been omitted in the list: "You cannot hope to understand children by common sense, by reason, by logic, nor by any science whatsoever. You cannot understand them by imagination—not even by love itself. There is only one way: to remember what you thought and felt and liked and hated when you yourself were a child." There is another way, and that is by intuitive feeling, which in its ultimate analysis probably resolves itself into unconscious observation—a sensitiveness that cannot yet be gauged. We suspect that Mrs. Nesbit herself possesses a large share of intuition in addition to her remembrance of her childhood.

The chapters on "Taking Root" and "Beauty and Know-

ledge" are an appeal against modern modes of life with its incessant worthless change, and the ugly cheap ornaments that litter houses: "If we would make beauty the clear rule of a man's life, and ugliness the hated exception, we should make beauty as familiar to the child as the air he breathes, and if we associate knowledge with beauty the child will love them both." The basis for morality discussed in chapters on The Moral Code and Praise and Punishment is scarcely broad enough, and the One Thing Needful will be agreed to by only a section of the community of teachers and parents. But there are good things said, and charming examples given as illustrations to the discussion. An excellent point is made here: "The vast mistake, both in the education of children and government of nations, is the heavy stress laid on the negative virtues." An instance of the teaching of *positive* virtues and its result occurs later in the book: "The child to whom quite early the lesson of human solidarity has been taught will, when he shall be a man, know very well what he wants, and will be able, however humbly, to help in his day and generation to remould the world to the fashion of his desire."

Corresponding to the suggestion of inculcating positive lessons is the advice given to increase the use of praise as a factor in the education of children: "Praise to the face seems to them natural, right, and altogether desirable. See that they get it. . . . Be generous of praise—it is the dew that waters the budding flowers of kindness and love and unselfishness; it is to all that is best in the child the true Elixir of Life." Mrs. Nesbit does not pretend to have written a complete manual on child psychology, but what she does say evinces in general both sanity and understanding.

Of the chapters in Part II concerned with the building of Magic Cities we cannot speak too highly. The ingenuity, inventiveness, and artistic sense displayed can only be understood fully by reading the chapters and gazing at the beautiful photographs of cities in being. Unless the secret was unfolded no one would suppose that they were composed of such materials as cotton reels, wooden bricks, inverted cups, chessmen, and other odds and ends. We will not spoil the chapters by quotation, but we wish that every one who has had to deal with young children could read them.

The Church Revival. By S. BARING-GOULD.
(12s. 6d. net. Methuen.)

"Reminiscences and Thoughts on the Church Revival," to give the fuller title, is a wonderful book for an octogenarian to have composed and another proof of his versatility and facile style. It has not indeed the charm of his "Old Country Life," now announced in a cheap popular edition, for the personal note is less dominant. The scope, and also the bias, of the book are best shown in the author's own words. "In the first two chapters I have endeavoured to show how that Puritanism was a foreign element introduced into England. I have endeavoured also to show how that the Church has been like a cask half-full of generous wine, into which the State, like a dishonest host, has poured, so as to fill the cask, the water of Latitudinarianism charged with evil as much as it would hold; and how that the Church movement has been the fermentation of the noble liquor endeavouring to clear itself of its impurities." Mr. Baring-Gould is a clerical Cavalier, and to him Puritanism is "the abomination of desolation," and the Evangelical clergy are "the bilge-water of the Conformists of 1661-2." The Revival dates from "Tracts for the Times"; it was Newman, Pusey, and Keble who bruised the head of the serpent. To Matthew Arnold Puritanism was hardly less repugnant, but the liberty of prophesying for which Arnold contended is here regarded as, if possible, a worse evil than Puritanism. Broad Churchmen treat the doctrines of Christianity as boys do eggs, blow out the contents and preserve the shells as curiosities for the colour and mottling. But this new form of agnosticism, we are told, is confined to a very narrow circle, "tango dancers, scholars, students, college tutors, and schoolmasters who have little knowledge of human nature." Consistently with this theory there are but two or three

passing allusions to "Essays and Reviews" and the prosecutions of the Essayists, while the persecution of the Ritualists occupies several chapters. The brutal attack on Mr. Prynne and the Eldad Sisterhood is touchingly told. As an anti-Puritan, Mr. Baring-Gould rivals Dr. Johnson in his prejudice against Scotchmen. He finds in a current Crockford 471 names beginning with "Mac" (all presumably Scotchmen), of whom 36 are Church dignitaries, and bitterly complains that the aggressive Scot is ousting our modest English curates from livings and benefices. Victorian Bishops fare hardly better at his hands. In a *chronique scandaleuse* after the manner of Suetonius, Bishop after Bishop is dissected and convicted of pluralism, nepotism, intolerance, gross ignorance—every sin, in fact, except gross immorality. It is a relief to be told that the Church Revival has changed all that, and that the present Bench of Bishops, "except in the far North and a few Western dioceses," is all that could be wished. This reformation, however, has not extended to the clergy, who are reported as underbred and sadly deteriorated in character.

The book, as we said at starting, is an amusing medley. We have refrained from the temptation to pick out the plums—the reminiscences of the author's forbears, his own experiences (he naively pleads guilty to the sermon tub), and his racy character sketches, preferring to send the reader to the volume itself. To criticize the dogmatic premises is also beyond our province, but we cannot forbear in conclusion from indicating how wholly, in our opinion, Mr. Baring-Gould has mistaken the signs of the times. If we read them aright it is only a small section of the public that takes any interest in the questions that seem to him of supreme importance—vestments, ritual, daily services, theories of the sacrament. What seems to him a side issue that interests only dons and dilettanti—the relation of religion to science, the belief in miracles and inspiration—is the supreme question of the future. One word more. Erastianism is here accounted a deadly heresy, but the author does not see that the only radical cure for Erastianism is Disestablishment.

Bergson for Beginners. By D. B. KITCHIN.
(5s. net. Allen.)

M. Bergson himself writes of this book: "It is a simplified survey, remarkably well done, of the whole of my works," and this in itself is sufficient recommendation. The introduction arouses interest, but the reader must be more than a beginner in philosophy to appreciate its value or even to comprehend it fully. It traces the course of philosophical thought with the object of showing the need for such work as M. Bergson's; it accounts for the occasional misunderstanding of his philosophy; and it offers a few criticisms. Through the rest of the book Mr. Kitchin is content to be a disciple expounding his master's views.

Perhaps too much space is given to the analysis of Time and Free Will and Matter and Memory in proportion to Creative Evolution, which is undoubtedly the greatest achievement and also the least difficult to grasp. What has been called Bergson's secret—Duration—is well explained, as far as explanation is possible for a conception that Mr. Kitchin sees can only be apprehended immediately as an intuition. If M. Bergson is right in saying that "a philosopher worthy of the name has never said more than a single thing; even this he has not so much really said as tried to say," then his own contribution is that of the idea of Duration and all its consequent deductions. His insistence on the value of intuition as complementary to intellect is also one of the influences that philosophers later in the century will acclaim more than is done at present. And the philosophies arising from his *method* will be such that they will always progress but never be completed, for with creative evolution there is no set goal and no final completion, which would imply stagnation. It is in the possibilities which he opens out that M. Bergson has done service to philosophical thought as much as in his actual contributions to the advance of philosophy. As Mr. Kitchin says, evolution becomes vastly more rapid when man takes a

hand in it, and philosophy, which is something different from science, declares that man is free to take part in it.

The chapter entitled "Conclusion" states concisely the main trend of the philosophy, and is valuable as a summary even to those acquainted with all the works mentioned. But we think that overmuch stress has been laid on M. Bergson's conception of God. The only approach to a definition which he gives is "God . . . has nothing of the already made; He is unceasing life, action, freedom"; and this scarcely warrants the statement that "Bergson's conception of God . . . is anthropomorphic." In fact, Mr. Kitchin has introduced God into the philosophy to a greater extent than his master has done. We heartily agree with the estimation of the manner of expression used by M. Bergson: "For Bergson's literary style no praise could be too high. It is at once picturesque and precise, stimulating the imagination and yet rarely leaving the mind in doubt as to the meaning he wishes to convey. He is a true poet-philosopher . . . uniting the creative genius of the artist with the power of nice analysis of the psychological and metaphysical expert."

The following is a just appreciation of the side issues connected with M. Bergson's thought:

But, apart from these ultimate questions, Bergson has given us . . . much food for thought in the solutions he offers of the classic puzzles of life and mind. . . . He vindicates science, rescuing it, in part, from the relativity alleged by agnosticism, while he limits the sphere within which it can be said, with any sort of truth, to be in touch with reality. The difficulties of idealism, realism, dualism, materialism, nominalism, and conceptualism, and of a host of others, seem to vanish at the magic of his touch. Perhaps the most striking result of Bergson's philosophy is that these oppositions need not arise at all: they are seen to be artificialities of our own contriving.

Education and Psychology. By MICHAEL WEST.
(5s. net. Longmans.)

The title is well chosen, for psychology is only the scaffolding which serves the author to erect his scheme of education. Psychology is classified as Analytic, Physiological, and Dynamic, and it is with the last division that the present work is mainly concerned. "It is the question 'What to do!' in a limited form. It attempts to tell the laws of the mind's action." The author starts with the postulate, as axiomatic, that *doing* is the alpha and omega of education. "Man's one desire is to know what to do," and he defines Science as "a body of organized accurate knowledge for the purpose of correct and efficient action." We join issue on this fundamental assumption, and we cannot help being prejudiced against a writer who informs us that the first two of Comte's famous stages were Empiricism and Naming, and who quotes the title of Molière's famous play as "Le Médecin malgré lui." Man, as Aristotle tells us, is a contemplative no less than an energizing creature, and the child who asks questions about the moon does not think it may be made of green cheese and that he can play with it or eat it. "En forgeant on devient forgeron" is a sound proverb, which is now being applied more systematically and thoroughly in all schools, but the rule laid down that "every lesson should teach the child to do something—something which he *knows* he will have to do in later life," would debar all but budding authors and poets laureate from lessons in pure literature.

Dr. Montessori herself could not preach with more fervour the duty of respecting the individuality of the child and allowing him to follow his own natural bent. Classroom work, we are told, which compels the child to work against the grain is the most uneconomical possible, and "nothing is morally or hygienically more pernicious than an automatically ventilated schoolroom." It follows that compulsory school age, which restricts personal liberty and retards wage-earning, should be reduced, and not, as modern educationists urge, be further advanced. Here is Mr. West's scheme for the ideal school of the future. Up to the age of ten, infant school or kindergarten. From ten to eleven, preparatory trade school for the purpose of selection. The scholar will be given the choice of one of six trades adapted to the locality. The after-

noons will be devoted to literature, art, music, and civics. In the second year the technical occupations are reduced to three and the liberal occupations to two. This process of sifting continues till, at fourteen, the boy passes into the commercial or technical school. The scheme is confessedly not practical. It supposes a *tabula rasa*: but Mr. West believes that with our present machinery we might approximate to it. The scheme is based on a generous error, but an error none the less, that each child is born with distinct physical and mental characteristics which it behoves the teacher to discover at the earliest stage and to treat him accordingly. The logical application of such a theory would be a return to Rousseau's "Emile" and his tutor. There is no need to argue the point. One deduction of the author seems to us a sufficient *reductio ad absurdum*. He considers the correspondence colleges far superior to our schools as at present constituted. Our final verdict must be *infelix operis summae*, but the book is pleasantly written and contains much sound doctrine by the way—for instance, on Boredom as distinguished from fatigue, and on the respective values of the Classics and Modern Languages.

The preface is dated from Dacca, and it is evident that the author is not acquainted with the reforms in national education that this century has witnessed. We only wish it were true that by the free-place system the majority of children continue their education to the age of sixteen.

The Man of Genius. By HERMANN TÜRCK. (Black.)

This is a translation from the sixth edition of the German original, made by the late Prof. G. J. Tanson, with the addition of the seventh edition, translated by Mr. E. C. Deibel, and the whole revised by Mr. George F. Payn. We have not compared it with the original, but we can testify that it satisfies the first requirement of a good translation: it reads like English.

We are not, however, prepared to endorse all the four pages of complimentary press notices, which remind us too much of testimonials. It is not, as the title would lead us to suppose, a philosophic or psychological treatise on Genius, but a miscellaneous collection of essays illustrating the central idea, which recurs in each as a refrain. Genius, as defined by Schopenhauer, is the completest objectivity; or, as Goethe puts it more simply, genius is love of truth. There is nothing new in the doctrine. Self-sacrifice, *entsagen sollst du, vivre pour autrui*, to lose one's life to save it, and the "single eye" of the Gospels, are all facets of the same central truth, and the originality of Dr. Türck's work lies wholly in the application. But when Shakespeare, Goethe and Byron, Alexander, Julius Caesar and Napoleon, Christ and Buddha, are chosen as illustrations, the plain man revolts at such glaring paradox, and suspects a generalization which includes such disparate and antagonistic individuals. We seem to detect the same confusion of ideas that we find in Bacon's first essay, the confounding of intellectual and moral truth, of *Wahrheit* and *Treue*. Dr. Türck would not deny to Bacon himself the distinction of genius; yet his eye was not single; he had not expelled *den hässlichen Tyran, das Ich*. In theology Dr. Türck is an outspoken pantheist. Not only is God in everything, but God is everything, "quodcunque vides quocunque moveris," and genius consists in the apprehension of this omnipresent divinity and the love that inspires it and that it in turn enkindles. Christianity and Buddhism are here presented as two parallel expositions of the same doctrine, and the differences between the creeds of "these two supreme men of genius," mainly due to their different nationalities, are reserved for a future essay.

The wildest paradox of all is reserved for the last lecture, when the Greek myth of Pandora is represented as a various version of the Hebrew myth of the Fall of Man. We have, it would seem, all misread the parable. Hope that remains at the bottom of the jar is not the divine sister of Faith and Charity, but the bane of human nature, care for the morrow, the fluctuation between hope and fear that keeps man from the "passionless bride," Nirvána.

From much that is extravagant and one-sided, the study of Hamlet stands out as an original and illuminating contribution to literature. Hamlet, as Dr. Türck reads the play, is not the dreamer incapable of action, but a man of firm resolve and purpose. What keeps him from action is his genius, his objectivity. He sees life steadily and sees it whole. What will it profit him to take vengeance on one adulterous usurper if all kings are like Claudius, to send Ophelia to a nunnery if all women are like her and his mother? The clue to the character he discovered in our Lord's saying "Whosoever shall do the will of my Father which is in heaven, the same is my brother, and sister, and mother." A strange text to choose for a sermon on the Prince of Denmark; but in the sermon itself there are, as Bishop Blougram puts it, "new points in the soul of Hamlet."

The Influence of Monarchs. Steps in a new science of History. By FREDERICK ADAM WOODS, M.D. (8s. 6d. net. Macmillan.)

In 1902 Dr. Woods collected the main historical statements concerning some thousands of members of royal and noble families. He published the summary of the results of his researches in twelve papers, which appeared in the *Popular Science Monthly*, and subsequently in book form. In those papers he first outlined a system of analysis of historical causation which is in the present volume applied to the larger questions of national growth and decline. The name bestowed upon this system is "Historiometry." It is an unfortunate example of the modern craze for cumbrous, high-sounding names, which often serve to conceal a very simple subject. In the present instance it will assuredly lend colour, at least in this country, to the suggestion that "historiometry" is but one more amongst the many "Pseudo-sciences." The suggestion would contain a germ of truth, but not the whole truth. Dr. Woods must be given credit for a vast amount of research directed towards proving, what to any common-sense person was obvious apart from all proof, namely, that, *ceteris paribus*, a country will have a better chance of thriving and progressing under a good king than under a bad one.

But a very cursory examination of two or three typical reigns in the history of any European country will serve to demonstrate the truth of the proposition that national progress and prosperity are not associated with the goodness or badness of the monarch reigning over it in the relation of effect and cause. It is a gratifying tribute to the substantial accuracy of a merely common-sense judgment to find that all Dr. Woods' statistics go to support it. We are indebted to the learned author for such a confirmation, but at the same time we are inclined to deprecate what is a somewhat excessive use of the statistical method. The fallacy that science means measurement, that exact knowledge is impossible in the absence of exact measurement, is so widespread and so pernicious in its effects at the present day that it is highly undesirable to encourage it in the manner of this present study. We are at one with Dr. Woods in insisting upon the importance of heredity as compared with environment. No greater service could be rendered to posterity than that of exposing the sham of the philanthropist.

In this respect "The Influence of Monarchs" is an extremely powerful appeal in behalf of the eugenist. Dr. Woods proves, what needed no proof, namely, that in the past, if at no other time, the men of such types as Cromwell or Gustavus Adolphus have by the sheer force of personality profoundly modified the course of contemporary events; that it was they who caused the conditions of their times, and not the conditions which produced them.

With regard to details, the work is so highly controversial that it is impossible in the space at our disposal to criticize the author's conclusions. Whatever our views may be upon a variety of topics dealt with, we are driven to confess that the work is, if nothing else, an extremely stimulating one, and we trust that Dr. Woods will find time to pursue his inquiries in this and in other fields. We do not at all approve of his

arbitrary spelling, his split infinitives, his mixed metaphors, or his passion for long and unwieldy epithets. And, finally, we think his plus and minus signs are fallacious and dangerous in the extreme.

The Problem of the Continuation School. By R. H. BEST and C. K. OGDEN. (1s. net. P. S. King.)

The settlement of the continuation school in England has yet to be made, and therefore any accounts of its successful working elsewhere should be welcomed. This description of the solution of the problem in Germany can help those interested in this country as well by warning as by suggesting. The authors represent between them the commercial and academic aspects of education, and there is an introduction by Dr. Kerschensteiner, who considers that all States are suffering from the lack of an adequate system of national education that shall consider the needs of the community as a social group. In his opinion continuation schools should weave their teaching with the trade of the pupil, and should then lead him to moral and civic teaching, for the end of all education is the production of the citizen of the State who consciously places his work at the service of the community. The main part of the booklet details the system of continuation schools compulsory in Munich, which is called "the Mecca of all the school reformers of Europe and America." Here there is a four years' course of seven or eight hours weekly, which includes trade arithmetic and book-keeping, business composition, drawing, information about trades, practical work, citizenship, and hygiene. The illustrations give some idea of the imposing buildings and their equipment for a dozen different trades. The whole conception, however, appears to be too vocational, and an improvement would consist in the addition of some such courses as were suggested by an L.C.C. memorandum on non-vocational institutes. The steps by which Germany has reached her present educational position are sketched together with the underlying principles upon which Dr. Kerschensteiner acted in revolutionizing the old system, and a consecutive policy suitable for any large town in England is outlined. The book is extremely useful.

Public Education in Germany and the United States.

By L. R. KLEMM. (5s. net. Harrap.)

Essays, lectures, and articles, prepared during the last twenty years, have been collected by Dr. Klemm to form this volume, which he designates his last sermon. Descriptions of schools and methods of teaching in Germany and America are given; various suggestions for teaching different subjects appear, among which is a not very illuminating paper on teaching Civics; and discussions as to results of teaching show much of the inadequacy and unreality that used to be far more common than at the present day. But very many of the chapters are vitiated by a quite extraordinary animus against women. It is true that the woman teacher predominates in America to an extent that is disparaging to the fullest development of both girls and boys, and that this is being recognized in modern times, but Dr. Klemm is not satisfied with stating this fact; he continually inserts remarks detrimental to woman's capacity and character: "Women rarely if ever possess the faculty of transferring themselves in their thoughts back into remote ages and into distant space. Women . . . are scarcely able to teach history and geography. In history woman is apt to kill the wrong man, at the wrong date, in the wrong place, for no valid reason whatever. . . . In geography she makes her pupils memorize names, stuff their memory pockets, and thus prepare for an examination. Scientific chains of cause and effect play no part in her teaching." In the chapter on Co-education the writer objects to that method of education, as he states mixed schools tend to become girls' schools, and the boys are repressed so that the nation has become great "in spite of its schools." He also makes the entirely unjustifiable statement that "it is one of woman's dearest accomplishments to make the man her slave, and to see boys in a school that has lost all characteristics of a boys' school fall behind the girls, and thus give the woman teacher an opportunity to triumphantly point to the inferiority of the male sex, is her delight."

The Medical Inspection of Girls in Secondary Schools. By CATHERINE CHISHOLME, M.D. (3s. 6d. Longmans.)

Miss Chisholme is Medical Inspector to the Manchester High School for Girls, and this book has been written at the instigation of Miss Burstall, the Head Mistress. It is addressed primarily to head mistresses, and it covers wider ground than the title would indicate, treating of the health of schoolgirls in so far as this can be supervised and tended by the teachers acting in concert with the school doctor. "We have found," writes Miss Burstall, "that a good deal more can be done than merely measuring and weighing the pupils, drawing up tables of results, advising parents as to eye defects or the need of special gymnastics." Remarkable instances

are given of the special inspection of a stupid class, the diagnosis of the causes of stupidity, and the cure by reducing the number of subjects and enforcing, through the parents, early hours. It is not an easy thing to alter the time-table in the middle of a term, and few head mistresses (still fewer head masters) would have the courage and magnanimity to submit to the prescription of the Medical Officer. Nor could they always do so if they would; straitened means may compel them to acquiesce in what they know to be wrong. Yet Dr. Chisholme, whose advice is always sound and sober, will at least show them what to aim at, and this manual should be in the hands of every secondary head mistress.

Methods in Teaching. A Textbook for Sunday-school Teachers. By the Rev. A. R. OSBORN. (2s. Oxford University Press.)

This is a praiseworthy attempt to instruct Sunday-school teachers how to apply the methods of Froebel and Herbart. After a brief introduction on the theory, the author devotes himself to the application, points out pitfalls, suggests better ways, and provides some excellent model lessons. He shows the futility of attempting to teach dogma to infant classes, but he does not face the problem of how to deal with the miraculous element in the Bible, a difficulty that he must have encountered as a teacher of adult classes in Australia.

Select Passages on Duty to the State. Arranged by J. G. JENNINGS. (2s. 6d. Oxford University Press.)

These passages are said to be for "reading, analysis and translation in schools and colleges," but we hope that this use will generally be limited to reading, for "analysis and translation" will spoil the beauty and teaching exhibited in the admirable selection. The extracts are arranged in order of difficulty, but the book appears to us to be of greater value to the teacher than to the taught. For civics and history lessons much material may be gathered, as the writers contributing their wisdom range from Plato and Marcus Aurelius to Comte and Ruskin. Mr. Jennings remarks that all agree in "the one perennial conviction, common to all lands and times, that we, and all that we hold dear, live by others, and to love and protect our neighbours is an essential part of duty and religion." The subjects include Civic Life, Duty, Co-operation, Manners, Rewards, and many other aspects of social life, and all emphasize the ideal of service.

Intensive Studies in American Literature. By ALMA BLOUNT. (5s. net. Macmillan.)

The sensible teaching of Literature, as a study that enhances life and does not consist chiefly of annotations, is advocated in this volume. Dr. Blount divides her treatise into two parts: the first a rhetorical introduction dealing with prosody, diction, qualities of style, &c., and the second detailing methods of studying some of the American masterpieces of literature. Although the author addresses students in her chapters, the work is more suitable as a handbook for teachers, and both English and American members of the profession will find much of use in the intensive studies here included. But Dr. Blount knows that books are only secondary in furnishing the atmosphere necessary for the most complete and profitable study of any work of art: "The ability to bring an inspiring atmosphere into the classroom is a *sine qua non* for a teacher of art. A mechanical instructor teaches nothing really worth while in literature, and no textbook can do for his class what his personality should be able to do." Good points of the book are the lack of formal definitions, the plentitude of illustrative examples, and the author's intention of making the student more sensitive to the form and content of works of literature, which will be fulfilled if her directions are followed. In such a book the illustrations are unnecessary and somewhat irrelevant.

Greek Sculpture and Modern Art. By Sir CHARLES WALDSTEIN. (7s. 6d. net. Cambridge University Press.)

We have here two lectures delivered to the students of the Royal Academy. They are well worth reproducing in a permanent form, and it is no disparagement of the lecturer if we say that the illustrations will attract more interest than the text. The majority of these are admirable copies of Greek and Greco-Roman statuary, with some examples of Rodin's work and two of Meunier's by way of contrast. These have been chosen by the lecturer to illustrate, in the first place, the development of Greek art and the traces it bears of the primitive artists' material, wood or clay, but, secondly and chiefly, to establish the thesis that classical art at its best and highest was content with the normal: sought to portray only what was beautiful, or, if not physically beautiful, "what dissolves itself into the harmonious expression of some greater idea." This is true of the plastic arts, and we agree with Sir Charles Waldstein that Villon's "*La Heaulmière*" is not a subject for the sculptor. It is not true of poetry, and Lessing's epoch-making "*Laocoön*" (to which the lecturer might have referred) explains the reason.

Essays by Matthew Arnold. (1s. 6d. net. Oxford University Press.)

This volume of reprints includes "Essays in Criticism" (First Series), the Lectures on "Translating Homer" (with F. W. Newman's reply) and five magazine articles now for the first time collected. At the price of three *Spectators* the public are offered Matthew Arnold at his very best, and even at his worst he is still worth reading. The preface to the second edition contains the splendid apostrophe to Oxford—"Home of lost causes and forsaken beliefs," &c.—and is a model of that "sweet reasonableness" that Arnold preached, but did not always practise. Admirable, too, is the first essay on "The Function of Criticism." We are pleased, too, to have in its complete form the famous controversy on translating Homer. Mr. Newman is no match in the arena for a matador who pricks his flanks and slips aside from his heavy charge. Few will read Mr. Newman's reply, fewer still his translation, but it serves to bring out Arnold's strength as a critic and his weakness as a constructive artist. He has not given us the doctrine of the English hexameter, nor could we gather it from his own specimens.

Prisons and Prisoners. By Lady CONSTANCE LYTTON. (3s. 6d. net. Heinemann.)

After the confusion over the struggle for the suffrage for women has died away, and the names of those who suffered imprisonment for the cause are forgotten, one deed will shine in its true perspective. The finest thing accomplished by Lady Constance Lytton is perhaps less connected with women's rights as such than she suspects. When she disguised herself as a poor woman and underwent the treatment meted to the unimportant, she was emphasizing the distinction, not between the sexes, but between the classes; it was a more far-reaching sacrifice than she knew. This book tells that story and of her conversion to militancy and the consequent imprisonments. The obvious sincerity and high motives animating all the author's actions must be apparent to every reader, and a quiet dignity pervades the recital of much that is revolting. The book is absorbing in its interest and very seldom descends to banality. It is felt, however, that Lady Constance is an ardent spirit that has been caught in the toils of the unreal logic used by narrow enthusiasts for the suffrage, and a want of the sense of proportion appears in the exaggerated estimate of the power of the vote. The conditions in our prisons to-day, as revealed in this account, will cause a shock to many.

The Elements of New Testament Greek. By the Rev. H. P. V. NUNN. (3s. Cambridge University Press.)

This book is intended for students who began their study of Greek with the New Testament. It follows the ordinary method of Greek sentences to be turned into English and *vice versa*, but, very judiciously, verbs and their conjugation are introduced from the very first. The differences of Hellenistic and Classical Greek are only incidentally mentioned. It will serve as a useful manual for adults, but the English grammar of the appendix seems a superfluity.

The Gospel of St. Matthew. Edited by the Rev. T. WALKER, M.A. (University Tutorial Press.)

This edition contains the text of the Authorized Version, preceded by an introduction and followed by notes. These are well arranged and will be found useful for elementary purposes.

Sallust's Catiline. Edited by S. E. WINBOLT. (1s. 6d. G. Bell.)

We doubt whether Sallust's rhetorical and artificial style lends itself to a "Simplified Classic." The "Conspiracy" is here presented in thirty-two lessons, each consisting of some half-dozen sentences. Will it be possible for the pupil at the end of the term to have gathered from his reading a clear notion of "the main course of the narrative"? Assuredly some more help is needed than what is given in the headlines and the short notes at the bottom of the page. So with the language. "Animus impurus, dis hominibusque infestus, neque vigiliis neque quietibus sedari poterat" will, if the pupil trusts to the vocabulary and exercises, be rendered, "His impure mind, hateful to gods and men, could be quieted neither by sleep nor by sleepless nights." To convey in English the full force of the Latin would tax a ripe scholar.

"Oxford Elementary Latin Readers,"—Anecdotes from Pliny's Letters. Edited by W. D. LOWE. (1s. 6d. Clarendon Press.)

Pliny's "Letters" are rich in *Realien*, and therefore a most suitable book for beginners, when, as here, the stories are simplified and graduated. The notes are mainly grammatical, and grammar rules are prefixed to the English exercises. We have noted a few *corrigenda*. "After verbs of doubting, *quin* with the subj. is used." Only, of course, in negative sentences. "The verb *must* is translated in the passive voice by the gerundive." Latinisms like "The horse being killed," "I will go away," should not be propounded as examples.

A Dictionary of Classical Names for English Readers.

By W. T. JEFFCOTT. (1s. 6d. Macmillan.)

This is mainly a dictionary of mythology, but includes a few casual names of famous characters, authors, and places. As these may be found in any standard dictionary, we fail to see the *raison d'être*. It may help the non-classical reader of Milton—nine-tenths of the references are to Milton—but for Chaucer or Keats it is much to seek. Pandarus, Lamia, Thea, Melpomene, Colonus are lacking, and the list of desiderata might be endlessly multiplied. Instead of duplicating the name, the direction "pronounce as in English" would have sufficed. Quantities are marked, but the mistakes or misprints are numerous: Mānius, Lŷdia, Rēgulus, Rūbicon, Elēctra, Eurīpides, Plāto. Mecaenas (*sic*), and Alpheus (Al-fluse) can hardly be set down to the printer.

The Story of Jeanne d'Arc. By E. M. WILMOT-BUXTON. (1s. Harrap.)

Miss Wilmot-Buxton has been very successful in giving a vivid and attractive account of the wonderful maid. This book is the best we have seen for children, and tells the heartrending story simply yet penetratingly. The author gives prominence to the many difficulties that lay in the path of Jeanne d'Arc; pictures her as a human girl in spite of her mission, and draws the characters surrounding her in such a manner as to arouse a sense of reality. A good introductory chapter gives the condition of France at the time and the causes of those conditions, and throughout the book the varying and clashing motives are indicated. The constant repetition of the word "boyish" is irritating, and is, besides, not a very true epithet. A bibliography, even of a limited number of books, would have been a useful guide to the young people who will wish to extend their knowledge.

"Hachette's Popular French Authors."—Le Petit Gars.

By P. FIRCH. (8d.)

A pretty little story in easy French of the revolution in Brittany. There is a vocabulary, but notes or an introduction is sadly needed to explain the situation. *Ci-devants* is not given, and "gift" does not explain *obole*. The exercises for retranslation are an abridged version of the story.

Balzac's Gobseck and Jésus-Christ en Flandre. Edited, with Introduction, &c., by Dr. R. T. HOLBROOK. (3s. net. Oxford University Press.)

These two short stories, we are informed, are suitable for pupils who have had a year of good training in French. We can only say that the standard of French must be vastly higher in America than in England, and the notes, which occupy more space than the text, are assuredly better adapted for the University than the school. Sometimes they are philological dissertations suggested by a phrase. *Fumer sans flamber* is a peg for half a page on the art of translation, and *de plus haut qu'ils ne la voient* provokes another half page. The Introduction is an excellent résumé of Le Breton's "Balzac, l'Homme et l'Œuvre."

Une Cinquantaine de Morceaux de Poésie Française. Choisie par ALEX. ED. DELÉPINE. (1s. Murray.)

These fifty poems are intended for learning by heart, and a *questionnaire* is added to serve for conversation. Fables of La Fontaine and Florian form the first section, and every boy and girl should commit to memory something of La Fontaine. The other poems do not seem to us very happily chosen. Lamartine's two "Hymns" and Racine's "Last Confession" will not appeal to the young any more than Lemierre's "Invocation of Sleep" ("Livré au tourment de l'infamie le lâche Zoila, tombé Dans le marasme de l'Envie") or "The Sun" and "The Last Judgment," by obscure rimesters, which follow. In a book for repetition nothing but what is first-rate should find a place.

L'Oncle Scipion. Par THEURIET. Edited by JAMES P. PARK. (8d. Blackie.)

An excellent short story of a young scapegrace who is expelled from school, runs away from home, and falls on his feet in Paris. Here it is cut short rather abruptly. The notes are confined to explanations of words and phrases, and we do not see the use of notes, phrase-list, and vocabulary. *Pilon*, "drumstick" *commanditaire*, "sleeping partner," do not need the addition of "the tough sinewy leg not so palatable as the white meat of the breast," "partner who supplies the capital and leaves the management to others." On the other hand, for *velléités*, a hard word to render, there is no help given in either, nor for *le prix de revient*. "French style demands that no clause should terminate with a verb" is a bold assertion. A stove does not "purrr"; *quoc-part* is not pronounced *ko-par*, and *pain-rôtie* is a slip.

French Phrases for Advanced Students. By EDWARD KEALEY. (1s. 6d. Pitman.)

We welcome a slightly enlarged edition of this well selected and well arranged book of phrases. "Advanced" is a relative

term, and it is more elementary than Mr. Payen-Payne's popular book of French idioms. We happen to notice *fou* twice translated "fool," and "You'd always be stuck at his house" is a phrase with which we are not familiar.

Die Erhebung Preussens gegen Napoleon im Jahre 1813. By GUSTAV FREYTAG. Edited by OTTO SIEPMANN. (2s. 6d. Macmillan.)

This narrative of the War of Liberation is taken from the fourth volume of "Bilder aus der Deutschen Vergangenheit." To this the editor has appended an interesting selection of contemporary documents and poems—letters of Queen Luise to her father, of Blücher to his wife, the official German bulletin of the Battle of Leipzig, and Arndt's patriotic poems. The volume comes most opportunely, for nothing can be more wholesome for English boys at this hour than to read how a nation, downtrodden and crushed as Belgium is to-day, rose as one man and overthrew the oppressor, how women threw their wedding rings into the common stock, and professors like Niebuhr learnt the goose-step. They may learn, too, for them a harder lesson, that *der Deutscher Vaterland* is

Wo Eide schwört der Druck der Hand,
Wo Treue hell vom Auge blizt
Und Liebe warm im Herzen sitzt,

and that the Germany of to-day is but a temporary aberration—a *corruptio optimi* like the Empire of Napoleon. The introduction gives a full account of Freytag and his works. The notes are mainly philological. We wish the appendix had also been annotated with plans of the battlefield.

Direct German Course. By H. J. CHAYTOR.
(2s. 6d. W. B. Clive.)

This provides a first year's course for pupils who are beginning German at the age of fourteen or fifteen. Mr. Chaytor sees that a mere adaptation of his French would not be suitable for pupils of this age, whose progress should be suitable to their years, but in the matter he has not consistently observed this difference. What self-respecting teacher would ask, "Liebe ich meine Schüler?" "Ist euer Vater stark oder schwach?" "Wer ist höflich?" There is nothing in the course to suggest that German is a language worth learning, that it is the key to a great literature. Yet there are lyrics of Heine, *Volkslieder*, and cradle songs as beautiful as any of Herrick's or Blake's or Burns's, and simpler than many in the "Additional Exercises." *Vorlesen*, for instance (page 148), will stump some teachers. The vocabulary gives no assistance and there are no notes. The pictures would look an afterthought, and there is no reference to them in the questions. Is "Wenn er es täte, würde der Lehrer ihn strafen" an example of "a condition the fulfilment of which is regarded as impossible"?

Vilman's Analysis of the Nibelungen Lied. Edited by G. E. HUGELSHOFER. (1s. 6d. Harrap.)

An analysis cannot have the charm of Morris's verse, but all should know the story of Siegfried and Kriemhild, and Vilman tells it in spirited prose. The notes, otherwise satisfactory, give too many translations where there is no difficulty—*konnte es getrunken haben*, "he could have been finished with his drinking." There are long connected passages for retranslation.

Mathematical Problem Papers for Secondary Schools. By CHARLES DAVISON, Sc.D. (2s. 6d. G. Bell.)

This is a collection of 1,600 problems, arranged in 200 carefully graded papers, dealing with pure geometry, algebra, and trigonometry. The distinctive feature of this collection is its suitability for class use, and not merely for training those boys who will eventually enter for mathematical scholarships. Because of this and because of its moderate price it is certain to be very widely used in schools, and is likely to have a much greater influence upon mathematical teaching than one might suppose. We are of opinion that this small book deserves an extensive circulation, and it is this that makes the following criticisms necessary. There is too much stress upon the geometry and trigonometry of the inscribed and escribed circles of a triangle, nine-points circle, &c., so that a class is likely to be held back from more profitable work on elementary conics and projective geometry. Some of the problems which occur as isolated examples in separate papers should have been collected to form the heads of essays as in the author's "Higher Algebra." A few problems, only a few, are merely tricks and depend upon remembering comparatively unimportant results (e.g. CI, 2; CIV, 2, 6). Three misprints have been encountered (pages 16, 77, and 169). In a second edition we should welcome problems on elementary calculus in place of some of those we have here criticized.

Tables for Statisticians and Biometricians. Edited by Prof. KARL PEARSON, F.R.S. (9s. net. Cambridge University Press.)

These tables are issued with assistance from the grant made by

the Drapers' Company to University College, London, and this accounts to some extent for the extraordinarily low price. The whole work is an eloquent testimony to the self-effacing labour of a body of men and women who desire to save their fellow scientists from a great deal of irksome arithmetic; and the total time that will be saved in the future by the publication of this work is, of course, incalculable. There is an introduction of eighty pages, but it is assumed that students using these tables are acquainted with their applications, and have a working knowledge of the underlying theory. Some of the tables—e.g. those of the gamma functions—will be of value in many departments of applied mathematics, but to the statistician these tables will be indispensable.

Differential Equations. (Fourth Edition.) By Prof. FORSYTH, F.R.S. (14s. net. Macmillan.)

This edition differs from its predecessors chiefly in the addition of paragraphs upon the conditions governing the existence of regular integrals and of normal integrals of linear equations of the second order; upon methods of integrating total equations when the condition of integrability is not satisfied; and upon complete homogeneous linear systems of partial differential equations of the first order. Each of these additions seems to be perfectly natural, and serves to make the book still more useful as a working textbook on formal methods of solution. The author still refrains from inserting any discussions upon existence theorems, referring the more mature student to his "Theory of Differential Equations." It is superfluous to add that this textbook remains the standard introduction to this important branch of mathematics.

Arithmetic. By H. FREEMAN, M.A. (2s. 6d. G. Bell.)

The examples in this book will be found helpful, because they are based on statistical information which makes them both real and interesting. The book-work is slight, and, in the case of decimals, likely to do more harm than good, for rough checks are there used apparently as a substitute for the true understanding of the working.

"Rainbow" Music Reading Ladder for Beginners. By ERICA LOSH. (3s. 6d. net. Novello.)

Miss Losh has tried to simplify for children the difficulties of learning to read from staff notation by means of a series of diagrams, in which each note of the octave is assigned a special colour. Her system is worked out clearly and logically, and would no doubt prove a successful method of passing "from keyboard to music staff." Those children, however, who are accustomed to singing from the modulator, pass easily to staff notation and would hardly need this colour system to help them.

A Guide to Historical Fiction. By ERNEST A. BAKER.
(21s. net. Routledge.)

This is rather a cyclopædia founded on, than an enlarged edition of, Dr. Baker's well known "History in Fiction." Novels are classified in the chronological order of the period or events dealt with. A copious index of 150 pages enables the student to find at once any novel or novelist he has heard of, and, on turning to the text, he will get sufficient information as to the scope and contents to discover whether it is likely to serve his purpose. No pains have been spared to secure absolute correctness. It will be an indispensable book of reference for every school library and also for any bookseller who would be up to date.

A History of Germany. By H. E. MARSHALL. (7s. 6d. net. Frowde and Hodder & Stoughton.)

This is a parallel volume to Mr. Marshall's popular "History of France" and "Our Island Story." "No simple history of the German Empire," says the preface, "exists in the English language," for the simple reason, we would add, that no simple history is possible. The Germany of history is a loose federation of independent States, and the German Empire, as we know it, dates from the Franco-German War, and the supremacy of Prussia is the point at which this history ends. We have here a plain narrative of the wars, treaties, and alliances under each reign, but there is no attempt to portray either the life of the people or the literature. It is easier to interest children in German sagas, ballads, and songs, in Hans Sachs, Father Jahn, and even Goethe, Schiller, Lessing, and Heine, than in pragmatic sanctions and wars of succession. The author evidently holds that children should not be troubled with dates, but a table of dates (it need not be learned by heart) would greatly aid an intelligent reading of the history. Thus at starting we read of "Aquæ Sextiæ or Sextilian Waters," but there is no indication of the century in which the battle was fought nor, for that matter, that the name survives in Aix.

The Threshold of History. By H. R. HALL. (1s. Harrap.)

Scholarship and imagination have combined to make this little book as rare as it is valuable; it is one of the few that teaches history in the right way. Mr. Hall weaves his knowledge of the ancient objects of the Bronze Age into a story of those early days

both vivid and human. His aim, in which he succeeds remarkably well, has been to show the conditions of the period—the division of the people into warring tribes differing in various characteristics, the precarious nature of the food supply, the belief in magic, the arbitrary power of the chief, the commencement of trade intercourse, and the development of tools and weapons. This he has accomplished by relating the adventures of a boy, Bran, both in his own village and with various other tribes. By bringing in three generations, and by causing the boy to come into contact with some tribes more backward and some more advanced than his own, the various stages of improvement in the axe and methods of agriculture are skilfully introduced. The story is itself full of adventure; the language is simple, but not childish; and the information is given when the reader's mind is conscious of the lack. In the hands of a teacher who emphasizes the points of importance the book will create a taste for the true history of a people that we hope Mr. Hall will continue to satisfy. The illustrations are out of the common, and subtly suggest an atmosphere of antiquity. We doubt, however, whether a girl of that period would have a border to her skirt.

Reading Aloud and Literary Appreciation. By HARDRESS O'GRADY. (G. Bell.)

Mr. O'Grady is not a professional, nor does he pretend to have written a treatise on education, but those who have enjoyed the privilege of hearing Mr. O'Grady read French poetry know that he is himself a proficient in the art. Like M. Legouvé in his famous "L'Art de la Lecture," he gives the rules that he has elaborated and practised himself. There is a preliminary chapter on phonetics, with a few useful hints on voice production, and here we seem to have too much or too little. There is a diagram to show the position of the tongue for four vowel sounds (why only four?) which looks like a man swallowing a mouse. We are warned against the terrible consequences of pronouncing "pedagogy" "with a 'gug-gee' instead of a 'gug-gug,'" and told to "give the vowels in 'child' clearly as two sounds," but without a phonetic alphabet the directions are obscure. We may sigh for "a standard English taught everywhere," but it needs a finer ear than ours to detect the difference between the cultured English of Oxford and the cultured English of Cambridge. But these are only the prolegomena, and the body of the book is an exposition of reading aloud as an interpretation of literature. The main elements of good reading are considered under the heads of the pause, the stress, and the pitch or intonation. Various passages are thus analysed with a true feeling for the poetry. One or two are not well chosen for the purpose. No reader could make anything of the *saccadé* passage from Carlyle ending with the qualifying afterthought "for the most part." The advice to search for the key-word is dangerous doctrine. In Keats's "Ode to a Nightingale," Mr. O'Grady finds the key-word in "forlorn"; but, though the ode ends in a minor, we might, with equal justice, maintain that "ecstasy" is the dominant chord. One point is passed over on which direction is much needed. How far in reading verse should metre and rime be accentuated? The tendency of the young reciter is to beat time like a bandmaster, rimes playing the part of the drum; and this childish error is rightly corrected, but there is a tendency in our actors to fall into the opposite extreme, wholly disregarding the natural pause at the end of a line and aiming at veiling, rather than accentuating, the rhythm.

A Course of Practical English. By E. JAMES BAILEY. (1s. 6d. G. Bell.)

The writer informs us that this manual is the outcome, not of theory, but of the practical work of years as a master in a secondary school. We take it that his classes consisted mainly of candidates for Local Examinations, as the course follows the lines of the Oxford and Cambridge papers, specimens of which are given in an appendix. Grammar preponderates and the course provides answers for questions such as "Under what circumstances have English words both a masculine and feminine form?" "Give the masculine of 'filly,' 'vixen,' 'witch.'" "Give all the uses of 'do,' with examples." "Composition" is restricted to its form; the matter, it is ruled, cannot be treated in a textbook. "Punctuation" occupies a large space. It seems illogical to put it as the first section. How can a boy who cannot tell the parts of a sentence be expected to punctuate? We note some questionable statements. "He walked a mile" is not a cognate object. "I saw John as well as Thomas" does not equal "I saw John as well as I saw Thomas well." "Somnambulist" is not a hybrid of Latin and Greek. The book is not bad of its kind. Our quarrel is with "Practical English"—a survival fostered by the Locals.

"Days with the Great Novelists."—*Eliot, Dickens, Thackeray.* (3s. 6d. net. Hodder & Stoughton.)

An unpretentious volume, giving personal descriptions of the famous trio, under the form of a day's life at The Priory, Gad's

Hill, and in Onslow Square respectively. Passages from the novels, letters, and the biographies are skilfully interwoven. There are no shadows to the pictures, or any attempt at a critical study. There are a few slips, as *hors-d'œuvres* and "faultily null" in the first few pages; and we decline to believe that George Eliot read forty or fifty pages of manuscript to Mr. Lewes as her morning's work. There is a fine painting by C. E. Brock of Colonel Newcome among the Old Cods, but the illustration does not agree with the text.

The Complete Works of Shakespeare. Oxford Edition. Illustrated. (4s. 6d. net. Oxford University Press.)

The illustrations (16 coloured and 34 black and white) are mostly by old masters, but they include three pretty water-colours of Stratford scenes by W. W. Quatremain. An index of characters is a new and useful addition. The print is clear, but it is a pity that the margins are so scant.

Boys who became Famous. By F. J. SNELL. (1s. Harrap.)

Twenty-one boys, ranging from Bertrand du Guesclin to Mark Twain, are represented in these pages, and their stories are told in a manner likely to cause a desire for further information on the particular subject. But, while the incidents selected are such as to represent very human boys, the language and phrasing employed are not suitable for young readers. The author has forgotten that the book will probably fall into the hands of children who have not yet reached their teens, and the style will be unattractive to them. This is a pity, for the matter is an improvement on the ordinary collection of accounts of heroes and heroines. In its present form the book should form a storehouse for the story-teller who can reproduce what he reads in sufficiently simple language. There is a certain stiffness about the illustrations that is displeasing.

"Literary Reading Books."—*Masterfolk.*

(1s. 6d. Edward Arnold.)

A series of extracts from various well known English writers, each descriptive of such famous personages as Alfred the Great, Columbus, Wolsey, Bonaparte, &c., are gathered together to form a reading-book for schools. There is one woman—Joan of Arc—among them. The authors include Scott, Dean Stanley, Prescott, Froude, Carlyle, and Thackeray, beside lesser names. It is a serious lack in the list of contents that these authors are not given with the title of the different pieces. The name of the book is not the most happy: Turner, Oliver Goldsmith, and one or two others can scarcely be included in the term "masterfolk," which gives an unpleasant impression of domination. But the idea of introducing famous personages by means of literary English is a good one, and we hope this series will supersede the poor style so often met with in the usual reading-book.

Three Plays for Schools. By G. H. ALINGTON.

(1s. 6d. Bell.)

These plays are arranged in inverse order of merit. The first, "Alexander the Great," is amusing in parts, but does not evince good taste in its treatment of Alexander himself and Aristotle. The name "Big Little Sum" savours of an American Indian rather than a Hindu. The second play is a skit on Suffragists, into which some of the Knights of the Round Table are introduced. We doubt the wisdom of taking liberties with great names of the past whether in history or literature, and question whether the loss of reverence that results is in any way beneficial. The last play, "The Magic Cigar," does not show this defect, and is good fun throughout. Mr. Alington will be well advised to keep to this method, which provides pleasure without any questionable reserves. The plays have been produced in various schools.

Early English Classical Tragedies. Edited, with Introduction and Notes, by JOHN W. CUNLIFFE. (7s. 6d. net. Oxford University Press.)

This volume will be a welcome addition to the library of any serious student of English literature. Besides the elaborate Introduction, it gives the text of four early plays, "Gorboduc," "Jocasta," "Gismond of Salerna," and "The Misfortunes of Arthur." The first two are familiar, by name at least, to Macaulay's schoolboy as the first and second English tragedies written in blank verse. The other two are not named even in Henry Morley's cyclopædic "History of English Literature." The Introduction is a learned and elaborate history of tragedy in Italy, France, and England from the Augustan age to the times of Elizabeth. That a second-rate rhetorician like Seneca should for centuries have ruled supreme on the stage so that a great scholar like Scaliger put him a little higher than Euripides, in his eyes the greatest of tragedians, is one of the most extraordinary facts in the history of letters. The first part of the Introduction, recounting the blunders and absurdities of the Italian commentators on Seneca, is somewhat tedious, but we are grateful for the analyses of plays that few have time or patience to read, and as we pass to English moralities and the earlier plays of Shakespeare, including "Titus Andronicus,"

which Prof. Cunliffe is inclined to think Shakespearean, the interest grows.

Keats: Hyperion. Edited by MARGARET ROBERTSON.
(2s. Clarendon Press.)

Prof. de Sélincourt's masterly edition of Keats has left little for subsequent annotators to add, and Miss Robertson, who frankly acknowledges her indebtedness, does not profess to do more than make his learning available for school use. One aspect of the poetry is scarcely touched by either; yet Keats's prosody deserves careful study, as forming a link between Milton and Tennyson. Such a line as "Thea, Thea, Thea, where is Saturn?" should not be passed over in silence. The posthumous "Fall of Hyperion" is given in an appendix, but its relation to "Hyperion" is not discussed. For a sixth form (it would be unwise to attempt it at an earlier stage) Miss Robertson's edition will serve as a valuable classbook, but they should be able to consult Dr. de Sélincourt. A study of Keats's alterations would serve as a model introduction to the art of poetry.

"Oxford Garlands."—(1) *Patriotic Poems.* Selected by R. M. LEONARD. (2) *Sonnets.* Same Editor. (Each 7d. net. Oxford University Press.)

The first of these volumes was on the eve of publication before the War broke out, but it is introduced by the Poet Laureate's poem that appeared in the *Times*. It would be an invidious task to select from the innumerable *vers d'occasion* which have since appeared; but, so far, the occasion has produced few poems that will live in future anthologies. Mr. Leonard has given us most of the classical masterpieces, but we miss some favourites, and think it a mistake to include the late Poet Laureate's "Is Life worth Living?" and Gray's "Elegy" (abridged). Questions of copyright presumably account for the exclusion of Mr. Rudyard Kipling.

A Book of English Prose. Part I. By PERCY LUBBOCK.
(1s. 6d. Cambridge University Press.)

This reader is arranged for preparatory and elementary schools, and the extracts range from Sir Thomas Malory down to R. L. Stevenson. The passages are well chosen, of sufficient length to be intelligible apart from the context, and most of them by masters of style. The notes might be somewhat fuller. Thus, in "The Passing of Arthur," which stands first, there are word-phrases ("eft," "but if," "had into") no child will understand, and Tennyson's splendid version should have been referred to or noticed.

An Anthology of English Verse. By A. J. WYATT and S. E. GOGGIN. (Clive.)

This second edition has been considerably enlarged, and advantage has been taken of the last Copyright Act to add specimens of Swinburne, Meredith, Patmore, R. L. Stevenson, and others. These are judiciously chosen and greatly enhance the value. We would suggest that in a third edition selections from earlier poems be added. English poetry does not begin with Wyatt and Surrey.

The Mother Tongue.—Book I: *The Practice of English.*

By J. W. ADAMSON and A. A. COCK. (2s. 6d. Ginn.)

This is an adaptation for English schools of the corresponding volumes in the American series, wherein Grammar and Composition are treated in separate volumes. The recommendations of the Grammatical Terminological Committee have been throughout adopted. We are a little doubtful whether this combination is an improvement. Will the grammar really help the composition? The earliest exercises are founded on model narratives of some considerable length, and the pupil is required to find the central point of the story, to point out how the writer has brought out the action, and then to frame similar narratives. Will he be helped by studying at the same time the analysis of simple sentences and the rules for forming plurals? This is a moot point on which teachers differ, and those who agree with us should not be deterred from giving the book a trial. They may ignore the grammar or use it independently, and they will find a copious and varied provision of theme for essays, narratives, descriptions, and expositions, carefully graduated and accompanied by directions and hints intended both for the pupil and the teacher.

Shakespeare's Stories. By STANACE and MARY MAUD.
(1s. 6d. Arnold.)

The stories of Shakespeare's plays as told by Charles and Mary Lamb are scarcely modern enough in style, and form difficult reading for younger children. A really literary version in simple modern English would be a boon, but the authors of this reading book have not succeeded in providing it, as throughout the style is unworthy of the subject. Such a phrase as "Ariel, quaking in his shoes . . ." is incongruous. Wherever possible, the conversations are constructed with Shakespeare's own words, and sufficient of the thought-processes are related to make the motives of each character clear; but the personal descriptions and details of colour of cloth-

ing, &c., which are given seem scarcely necessary. The illustrations are reproductions of famous paintings, and the general appearance of the book is attractive.

"Cassell's Modern School Series." Geographical Section.—
Book IV, *Scotland, Ireland, and Canada.* By T. W. BERRY. (1s. 4d.)

The obvious link between these three countries is emigration, but of this there is hardly a word. The preface dwells on the advantage of associating history with geography, but, while we have sketches and portraits of notable Scotchmen and Irishmen, including Mr. Carnegie and "Lord Beresford" (*i.e.*, Lord Charles), it would seem that Canada has no worthies. Recent history, too, is ignored. "The tide in the fortunes of Ireland has turned"—that is all, and Home Rule is never once mentioned. The black-and-white illustrations are a good feature, but the colour plates (see page 156) are crude.

A Short History of London. By KENNETH H. VICKERS.
(2s. 6d. Macdonald & Evans.)

This is a matterful and masterly resumé in two hundred pages of the history of London down to the end of the eighteenth century. It is, of course, easy to point to omissions, and the literary side is the weakest. Chaucer is not in the Index, and there are but two casual references to Dr. Johnson. In an enlarged edition of which the author holds out hopes, we should like to see a few plans and maps of old London.

Illustrations to British History, 55 B.C. to A.D. 1854. Edited by J. TURRAL. (2s. 6d. Clarendon Press.)

This companion volume to Edward and Rait's "Short History of England" is an excellent compilation by the joint editor of "Lyra Historica." The extracts hardly touch constitutional questions, and deal with social life and manners, monasteries, the peasantry, players, the Plague in London, factory riots, and so forth. The sources are most varied. We begin with Caesar (translated) and end with W. H. Russell of *The Times*. We hope the book will find its way into elementary as well as into secondary schools, where it is sure to be welcomed.

Pax Britannica. By H. S. PERRIS. (5s. net. Sidgwick & Jackson.)

This historical work, by the ex-Secretary of the Universal Peace Congress, was published last year, before there was a thought of War, and this tardy notice may seem ironical. Such is far from our intention, and we think it well, when all our thoughts are on war, to be reminded that the main current of English history has set towards peace, both internal and external. Thus we are reminded by the author that the organized peace movement dates from the year that saw the downfall of Napoleon, and that two years later came the agreement with America which has secured the peace of the Canadian frontier for a century.

Naval Warfare. By JAMES R. THURSFIELD. (1s. Cambridge University Press.)

It is enough to note the fact that the War has already called for a second edition of this manual, written by one who, as Admiral Sir Charles Otlley testifies, is second to no civilian as an authority on naval matters. The problems that he here treats theoretically and in the light of history are now being worked out before our very eyes, but without some such guide it is impossible to read with understanding the daily reports of what is going on in the Baltic, the North Sea, and the Channel.

The Inner Life of Animals. Edited by ERNEST BELL. (G. Bell.)

An excellent collection of stories old and new, illustrating animal intelligence. Most of them naturally concern dogs, and most are vouched for by their owners. We do not profess to be anti-vivisectionists, but the book should strengthen the case for the Bill exempting dogs from surgical experiment. The story of the dog who could add, subtract, and divide, and spell the French and German for "dog," is hard to credit, but it is vouched for by the editor of the *Animals' Friend*, and accounted for as an instance of thought transference.

SCIENCE, &c.

The Quaternary Ice Age. By W. B. WRIGHT.
(17s. net. Macmillan.)

The literature dealing with glacial geology has always been extensive, and in recent years it has attained still greater proportions. Mr. Wright has rendered a valuable service to geologists in writing a comprehensive general work, which not only sums up the present state of our knowledge and serves as a guide to the literature, but also stimulates the reader to a renewed interest in the amazing and still insoluble problems which are wrapped up in the last great chapter of the geological record. The author deals very fully with glaciers and ice sheets and the drifts for which they are responsible, and then proceeds to describe in turn the glaciation of the British Isles, Europe, the Alps, and

North America. Chapters on Quaternary Lakes, the Loess, Quaternary Mammals, and Quaternary Man lead up to a discussion of the various theories which have been advanced to account for the remarkable departure from the uniform sequence of geological evolution represented by the Great Ice Age. Unfortunately, none of these theories are tenable, and we are as far as ever from a complete understanding of the conditions which lead to extended glaciation. Late glacial oscillations of level are then described, and the author attempts to explain these by a development of the isostatic theory, which assumes that the earth responds to a change of surface load—in this case the ice load—as a balance does when weights are removed from or added to its pans. The volume concludes with a discussion of post-glacial changes of climate. The author has added to glaciology a most valuable contribution—well written, well printed, and beautifully illustrated. Geologists who have hitherto been discouraged by the difficulty of keeping up to date in a subject which expands visibly every month may now grasp the modern position with the minimum of trouble and the maximum of pleasure.

The Elements of Chemistry. By H. LL. BASSETT, B.A., B.Sc. With an Introduction by Prof. W. J. POPE. (4s. 6d. Crosby Lockwood.)

The production of a new book of this kind is usually prefaced with an apologetic explanation of the gap in chemical literature which it is designed to fill. In the present case the author's excuse for having recourse to print seems to us to be more adequate than is generally the case. The book is intended to meet the requirements of medical and dental students. It often happens that the unfortunate student who is not specializing in chemistry is obliged to purchase separate bulky works on the various branches of the subject, and then to sort out the particular portions which fall within his course. Mr. Bassett has realized the inconvenience of such a procedure, and his book is an attempt—and, we may add, a successful attempt—to present all the chemistry, general, inorganic, organic, and practical (including qualitative and quantitative analysis), such as is required for the Conjoint Board and the First Medical Examinations, in a single volume. The book is well and accurately written, and the printing and diagrams leave nothing to be desired. That the author has received an introductory benediction from Prof. Pope, one of England's most brilliant chemists, will in itself be a sufficient guarantee of the value of his book. In conclusion, it only remains to add that in secondary schools such a book ought to be of special service in the training of students for such examinations as the Senior Locals. The principle on which it is based—the elimination of large treatises for elementary science training—is one which deserves to be welcomed.

An Introduction to the Study of Organic Chemistry. By H. T. CLARKE, D.Sc., F.I.C. (6s. 6d. Longmans.)

This book has been written to meet the demands of the new syllabus of the Lower Examination in Organic Chemistry as revised by the Board of Education in 1912. A preliminary knowledge of inorganic chemistry is assumed, but the reader is not expected to be familiar with the nature of organic substances. As an introductory textbook this latest example appears to be a satisfactory, authoritative, and well arranged exposition of the "orderly principles and structural unity" which characterizes the subject. In organic chemistry the immense mass of experimental data which require to be marshalled before the student in order that he should realize its essentially practical basis is apt to confuse the very principles which they serve to illustrate. Dr. Clarke meets this difficulty by omitting practical details which would unnecessarily cut up the thread of the argument. This treatment will commend itself to most teachers of chemistry, for proficiency in laboratory work can be attained only in the laboratory under personal guidance. The book is therefore essentially theoretical and is written with the special object of displaying the symmetry and classification of a gigantic subject. The author may be congratulated on his success. A valuable feature which occupies the last sixteen pages is a summary of the principal classes of compounds dealt with. The text is well printed and structural formulae are clearly expressed. Teachers and students alike may be safely encouraged to base their work on this wholly admirable book.

A Textbook of Geology. By Prof. JAMES PARK, F.G.S. (15s. net. Griffin.)

Prof. Park has written with some success on the geology of New Zealand and on mining and economic geology, for in these cases he had something fresh to say which was not unworthy of the permanence of print. We cannot, however, commend the practice of expanding any University course of lectures into a textbook unless there be some circumstance, be it literary style, originality of outlook, or capacity to arouse enthusiasm, which distinguishes it

sufficiently to make a strong appeal to a wider audience than that of the lecture theatre. In the present instance, Prof. Park has published a book which has none of these redeeming attributes. Doubtless in New Zealand it will find appreciative readers because of the numerous examples drawn from local geology, but elsewhere it will be felt that, while the book contains no serious errors and gives the material facts of the science, yet it must be put in the same category as the poets whom Horace banned. It has been written essentially for mining, engineering, and agricultural students, but, except in the first case, there is no more application of the principles of geology to the requirements of such students than would be found in any ordinary textbook. Recent developments of geology due to the discovery of radium find little mention, and Prof. Park is wrong in attributing to Joly (which he spells "Jolly") an age of 2,000,000,000 years for our slowly cooling planet. The most valuable feature of the book lies in its excellent series of plates and diagrams. There are 70 of the former, including a large number of beautiful illustrations of fossils, and 264 drawings in the text. We are sorry that Prof. Park has written what is little more than a compilation instead of using some of the vast amount of new material still outside the pale of the textbook, and thereby rendering a service to geologists in countries other than New Zealand. We feel that the book is too conservative and scarcely worthy of the date upon its title-page.

Methuen's "Textbooks of Science."—*A Third Year Course of Organic Chemistry.* By T. P. HILDITCH. (6s.)

Two books, entitled respectively "First Year Organic Chemistry" and "Second Year Organic Chemistry," written by Dr. Dunstan and Mr. Thole, have preceded this volume, and deal with the aliphatic and benzene compounds. This volume, the third of the series, is more advanced in character, and is concerned with the heterocyclic compounds and a number of aliphatic and carbocyclic compounds, which presented difficulties too great for their inclusion in the earlier volumes. Amongst many other bodies, the following may be mentioned as receiving treatment: lactones, thietes, betaines, furfuran, pyrrol, indigo, the azoles, pyrones, alkaloids, cyclic derivatives of urea, carbohydrates, terpenes, pyridine, and quinoline. It is to be regretted that the type used for formulae is so small that it is rather difficult to decipher. The book should be of great service to advanced students of organic chemistry.

The Theory of Relativity. By L. SILBERSTEIN, Ph.D. (10s. net. Macmillan.)

This introduction to an important development of modern mathematical physics is partly based upon a course of lectures given at University College, London, a year ago. After the first chapter a thorough knowledge of the principles underlying the work of Clerk Maxwell, Lorentz, &c., is assumed, and the book therefore appeals to a somewhat narrow circle. To the well equipped student, however, who has not had the opportunity of attending one of the very few courses of lectures which have been given in this country upon what may become an essential part of mathematical physics this volume will be very welcome. It is comparatively self-contained, the initial chapters summarizing the results and any special methods required later in the course of the argument.

Definitions in Physics. By KARL EUGEN GUTHE. (3s. 6d. Macmillan.)

We agree with the author that to write a book of this kind is not an easy task. Let us hasten to add that the task has been extraordinarily well performed, and we commend the work to science teachers on account of its logical arrangement and the careful accuracy of the individual definitions. It would facilitate speedy reference if the index gave the number of the page as well as of the paragraph. Also the index, although fairly good, could be improved—e.g. it would be well to give "anisotropic" as well as "isotropic." Multiple references are provided where required. Line and tube of induction are adequately defined, but line of force is a useful concept which we could not trace. We mention these points in the hope that a new edition will soon be called for. The book should be a help to teachers and students of physics, provided it is used as an aid to critical formulation of concepts and not as a compendium of definitions to be memorized for examination purposes.

Introduction to Modern Inorganic Chemistry. By J. W. MELLOR. (Longmans.)

This book deals with the chemistry of the non-metals and metals up to a standard approaching that required for an Intermediate Examination in Science, and it also contains a short section describing a few important organic compounds. The author points out that his larger work on Modern Inorganic Chemistry represents the sequel to this book. It strikes one as very suitable for school purposes, and the author's original style makes it distinctly interesting reading. The illustrations are very numerous, and one is

glad to recognize that many of them are new. At the end of each chapter a selection of questions, culled from various sources, should afford excellent tests of the student's progress. More care should have been taken in reading the proofs in order to avoid statements which tend to be obscure or misleading. On page 76 an experiment on electrolysis is described, and the diagram shows a *voltmeter* inserted *in series* with an accumulator and an electrolytic cell. This would lead a student to believe that a voltmeter measures current strength. Moreover, the high resistance of the voltmeter would reduce the current to a very small value. On page 419 a statement is made that "the amount of electro-decomposition is not affected by the strength of the current, the time the current is passing . . ." The context states that "the quantity of electro-decomposition is exactly proportionate to the quantity of electricity which has passed," but, unless the reader happens to know that "quantity of electricity" is equal to the product of current strength and time, he will not be likely to reconcile the two statements. On the same page the author speaks of electrolyzing aqueous solutions of several salts, amongst which is included *cuprous chloride*. The formula for disodium phosphate on page 540 has been misprinted, and the paragraph on page 622, dealing with the use of platinum in making electric-light bulbs, is not entirely satisfactory. On the next page the student is told that "osmium is used for staining and hardening organic tissues in histology." On page 644 the formula $C_{14}H_{50}O_{10}$ is assigned to cellulose. The statements with respect to optical rotation on pages 646 and 647 are very misleading to students who are unfamiliar with the subject, for it can hardly be maintained that "dextrin solution *bends* a ray of polarized light to the right." The formula of naphthalene on page 657 is given as $C_{10}H_{10}$.

BOOKS OF THE MONTH.

Art.

The Cult of the Brush: A Practical Guide to Water-Colour Painting. By Herbert A. Saunders. *Brown & Sons*, 4s. net.

Civics.

City, State, and Nation. By W. L. Nida. *Macmillan*, 3s. 6d. net.

Classics.

Noctes Latinae. Adapted by W. Madeley, M.A. *Macmillan*, 1s. 6d.

Caesar: Gallic War, Book III. Edited by L. M. Penn, M.A. *Clive*, 1s.

Graded First Latin Books, Book III. *Rivingtons*, 1s.

De Ducibus: Selections from Cornelius Nepos. Edited by W. G. Butler, B.A. *Bell*, 1s. 6d.

Economics.

Economics for Commercial Students. By Albert Crew, J. Swain, B.Sc., and C. E. H. Spencer. *Jordan & Sons*, 3s. 6d. net.

English.

Tales Old and New, Book III, 1s. 3d.; Book IV., 1s. 4d. *Cassell*.
A Practical Course of Intermediate English. By E. Albert, M.A. *Harra*, 2s.

The Merchant of Venice. Edited by G. H. Ball, M.A., and H. G. Smith, B.A. *Mills & Boon*, 1s.

English Prose for Recitation. By B. C. Elliot. *Macmillan*, 2s. net.

English Literature for Schools. Edited by Arthur Burrell.—
1, Selections from Old Chronicles of the English People;
2, Early Voyages from Hakluyt. *Dent*, 6d. each.

"Oxford Garlands" Series.—1, Sonnets, Selected by R. M. Leonard; 2, Patriotic Poems. Selected by R. M. Leonard. *Oxford University Press*, 7d. each net.

Teaching of English by the Direct Method. For Infants whose Home Language is Welsh. 3 Parts, each 4d. Teachers' Book, 2s. net. *E. J. Arnold*.

Book Ways: An Introduction to the Study of English Literature. By Edith Kimpton, M.A. Second Edition. *Ralph, Holland*, 2s.

The Arden Shakespeare:—The First Part of King Henry the Fourth. Edited by R. P. Cowl and A. E. Morgan. *Methuen*, 2s. 6d. net.

The Cambridge History of English Literature. Vol. XI: The Period of the French Revolution. *Cambridge University Press*, 9s. net.

Fiction.

The Happy Recruit. By W. Pett Ridge. *Methuen*, 6s.

Bellamy. By Elinor Mordaunt. *Methuen*, 6s.

The Letter of the Contract. By Basil King. *Methuen*, 6s.

Geography.

Canada, To-Day and Yesterday: Retold from the Journals of Travellers, &c. By David W. Oates. *Harra*, 1s. 3d.

A Regional Geography of the Six Continents. Book II: Asia. By Ellis W. Heaton, B.Sc., F.G.S. *Ralph, Holland*, 9d.

Outlines of Physical Geography. By H. Clive Barnard, M.A. Illustrated. *Black*, 1s. 6d.

Lands Far and Near: a Simple Geographical Reader. Illustrated. *Oliver & Boyd*, 10d.

Little Travellers Abroad. Illustrated. *Oliver & Boyd*, 10d.

Junior Regional Geography.—The Americas. By J. B. Reynolds, B.A. Illustrated. *Black*, 1s. 4d.

The Home of Man.—Part III: America. By W. C. Brown, M.A., and P. H. Johnson, B.A. 1s. 9d.—Part IV: Asia. By L. A. Coles, B.Sc. 1s. 3d. *Harra*.

Geology.

The Deposits of the Useful Minerals and Rocks. By Prof. Dr. F. Beyschlag, Prof. J. H. L. Vogt, and Prof. Dr. P. Krusch. Translated by S. J. Truscott. Vol. I. *Macmillan*, 18s. net.

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X Other Transfers and Partnerships are continued on pages 739 and 741; other School and Teachers' Advertisements are continued on pages 740, 775, 776, 777, 778, and 779. **X**

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Every communication must be marked "H4" on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment. No candidate who is related to a member of the Advisory Sub-Committee is eligible for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices, Victoria Embankment, W.C.

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HIGHER EDUCATION.

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Head Master: Mr. R. SANDERSON, B.Sc. (London).

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J. A. L. ROBSON,

County Secretary for Higher Education.

Shire Hall, Durham.

19th October, 1914.

COUNTY BOROUGH OF BARROW-IN-FURNESS.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, for January next, a **MISTRESS** to teach some Science, Mathematics, and English subjects to Junior Forms. Ability to teach Class Singing a recommendation. Degree and teaching experience in Secondary School essential.

Salary £100 to £140 according to qualifications and experience.

Forms of application, &c. (which should be returned not later than Friday, 6th November), may be obtained on application to THE DIRECTOR OF EDUCATION, Town Hall.

By order,

L. HEWLETT,

Town Clerk and Clerk to the Local Education Authority.

Town Hall, Barrow-in-Furness.

20th October, 1914.

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Mr. OWEN M. POWELL,

7 Lincoln's Inn Fields, W.C.

(Clerk to Warden and Council),

from whom information as to the conditions may be obtained. Candidates must be members of the Church of England, but not necessarily clergymen.

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CUMBERLAND EDUCATION COMMITTEE.

WORKINGTON COUNTY TECHNICAL AND SECONDARY SCHOOL.

Applications are invited for the vacant post of **PRINCIPAL** of this Dual Technical and Secondary School, which was opened in September, 1912.

The School is "recognised" by the Board of Education for Grants, and consists of three main divisions:—

The Secondary School of 280 pupils;

The Trades School of 75 pupils;

The Evening Technical School of over 400 students.

The whole Institution has been given a strong technical bias in sympathy with the Iron and Steel and Mining Industries of the district, while providing at the same time a sound Secondary School education. The Secondary Department earned a very favourable report at a recent full inspection of the Board of Education. The Trades Preparatory Department will in future be organized as a "Junior Technical School," but the bulk of the advanced technical work takes the form of Evening Classes and the Principal is expected to organize and supervise this side of the work. Domestic Science is a highly developed part of the curriculum for girls.

The School is liberally staffed and excellently equipped. The staff includes a Second Master and a First Assistant Mistress. The latter is responsible to the Governors in matters affecting the health and welfare of the girl pupils.

While the Principal will be responsible to the Governors for the institution as a whole, it is expected that the three main departments of the School will be under the charge of experienced principal Assistants to whom details of organization and curriculum will be delegated.

Applicants must hold a degree in Honours in Mathematics or Science of a University in the United Kingdom, or an equivalent qualification, while being in full sympathy with the literary side of education. They must not be under 30 nor more than 50 years of age. Experience in a similar post will be a recommendation. Preference will be given to a married man.

Commencing salary of £550 per annum, rising by two yearly increments of £25, to a maximum of £600.

The person appointed will be required to come into residence at Workington when the School reopens in January, 1915.

Further particulars, School Prospectus, and forms of application may be obtained from the undersigned, by whom applications, accompanied by copies of not more than three recent testimonials, will be received up to the 16th November, 1914.

C. COURTENAY HODGSON,

The Courts, Carlisle. Clerk to the Governors.

26th October, 1914.

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Head Mistress: Miss B. HEWETT, B.Sc.

Required to commence duties on January 12th next, an **ASSISTANT MISTRESS** to teach History, English, and some Latin in the Middle School, and Scripture in the higher Forms.

Degree and training essential. Salary £100 to £110 per annum according to qualifications. Form of application may be obtained from, and should be returned as soon as possible to—

R. DEMPSEY,

2 Tower Chambers, Clerk to the Governors.

Hoe Street Bridge, Walthamstow, N.E.

FORM MISTRESS required in the **WARMINSTER COUNTY SECONDARY SCHOOL (Mixed)** for next term, to teach English subjects, Physical Exercises, and Handwork. Preference will be given to candidates possessing special qualifications in Geography. Commencing salary £90 per annum. Applications to be forwarded to the **HEAD MASTER** before November 21st.

X Transfers and Partnerships are on pages 738, 739, and 741; other School and Teachers' Advertisements are continued on pages 775, 776, 777, 778, and 779. X

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OCCASIONAL NOTES.

IT is evident that the War will give a rude blow to German as a school subject. Already we hear of schools in which the "Germans" have all taken to Latin or Greek. Already the fight over the corpse has begun, or, in plainer language, suggestions about the language which is to take the place of German are coming from various quarters. Mr. H. G. Wells, writing to the *Times*, pleads for the study of Russian. Mr. Alington, in his little volume, "A Schoolmaster's Apology," puts in a plea for Italian, mainly on the ground that Dante is better worth study than any other modern poet, except Shakespeare. The claims of Spanish as the tongue which is most needed for commercial purposes have long been urged.

WE do not think that the case for any of these languages, as a language to be generally learnt, is very strong, though there may be good reasons why individual boys and girls here and there should learn Italian or Russian, and a good many boys in commercial towns ought certainly to be learning Spanish. But a modern language which claims the second place in the linguistic curriculum (French, we presume, will retain the first) must have many and special qualifications for its high function. Its literature must be of worldwide influence and contain a great deal that is of real educative value. It must introduce us to a people whose history, civilization, and methods of life are worth study. It can hardly be held

that such a combination of virtues resides in any of the three tongues mentioned. So far as we know, neither the literature of Spain nor that of Russia is specially valuable to growing minds. The old age of the one country and the youth of the other prevents their history from being suitable for the young. Boys and girls will not gain very much by studying a nation which has fallen into decay or one which is only half formed and in many respects backward. The history of Italy, too, fascinating as parts of it are, is almost a blank for some centuries. Germany, and especially Prussia, deserves study because its national life contains so many elements which are foreign to our own. Even the present aberrations of the German mind and conscience will not destroy the value to ourselves of a study of those elements, and their value will remain the same whether in the future we are enemies or friends of the Germans. Indeed, proposals to neglect the study of German come rather curiously at a moment when German methods and ways of thinking are exciting more interest amongst the general public than they have ever done before.

SOME years ago Mr. P. J. Hartog opened his book "The Writing of English" with the sensational statement that "the average English boy cannot write English," and no less a person than Lord Morley of Blackburn was persuaded to give his imprimatur to this sweeping condemnation. To judge, however, by the letters from soldiers at the front with which the daily newspapers are crowded, either there must be a vast number of boys above the average in our army or training in composition must be part of the recruit's course. Neither of these explanations seems probable. The fact rather seems to be that Mr. Hartog's assertion was based on a misapprehension of the psychology of his fellow-countrymen. The Englishman can write well enough, when he has something to write about and some one to whom he wants to say it; he cannot write gracefully about nothing, like the Frenchman, nor spin cobwebs out of his brains like the German. He will not write for the mere sake of writing, and, on the whole, we think that is not a bad quality, though it causes some inconvenience to his teacher. No doubt the writing of English is still neglected in many of the big public schools, but we see no particular reason to believe that as a body young Englishmen cannot express themselves on paper.

THE first lesson to be drawn from these soldiers' letters, then, is that English men and boys can write when they have something that they want to say, and it was one of the great merits of Mr. Hartog's book that it urged that school children should be given exercises in composition of a real and practical kind, in addition to themes which require the play of imagination or the exercise of abstract thought. The second lesson to be derived from the newspaper columns is that the English boy—and, we doubt not, the English girl also—writes better when he is addressing a definite audience, a characteristic pointed out by Canon David in an address to the College of Preceptors some time ago. Letter-writing, therefore, might well form a larger element in composition than it does. Such letter-writing should not be confined to the recital of personal experiences or personal views. The purely objective treatment of a sub-

The Future
of Modern
Languages.

The Case
for German.

Hints
for Teachers.

ject is a very necessary exercise, and one much neglected, as far as our experience goes. One of the happiest of Mr. Hartog's suggested themes is the description of a bicycle or fishing-rod for the benefit of a person who has never seen one.

ST. LEONARD'S SCHOOL, St. Andrews, is offering free education to a limited number of daughters of officers of the army and navy who have been killed or incapacitated in the war. Christ's Hospital can admit seven sons of fallen soldiers. The Head Master of Malvern College suggests that a scheme for admitting soldiers' orphans to the public schools at a low cost should be drawn up by the Committee of the Head Masters' Conference. Such suggestions will meet with universal approbation. We may add that whatever is done in this way must be done for the rank and file as well as for the officers, and the county secondary schools must join in the movement. We are glad, too, to hear from the Chairman of the Private Schools Association that there are many private-school masters who are finding it possible to take boys at reduced fees. At the same time, we think that the suggestion made by a retired Admiral in the papers that such examples might well be generally followed is just a little cool. Private-school masters will suffer considerably from the War: it is an old story that, when an Englishman has to cut down expenses, the first item to be reduced is his bill for education. We would rather hint that the proprietors of private schools may need some help—possibly a little later rather than at this particular moment—for the education of their own children, and that generous minded Boards of Governors might bear them in mind. In this connexion we may note that the City of London College is offering six free scholarships to students whose parents, owing to the War, find it difficult to pay the usual fees, without any restriction as to class. This is an excellent example.

THERE will be a great opening for education of the lighter kind at the military training centres during the coming winter. The recruit's day is over at five or six in the afternoon, and from then till ten his time is his own. Sing-songs cannot fill up all the long evenings. The Board of Education has issued a circular to the Local Education Authorities, suggesting the provision not only of formal instruction and systematic classes, but also of lectures and discussions of an educational character. The University Extension Board are also, we believe, considering the same problem; in fact, it will be a great chance for continuation schools on a considerable scale, with a bias towards "recreative" education. Probably many keen young fellows, with their eye on winning their stripes, will be anxious to bring their rusty three R's up to a respectable level. Audiences for lectures, with or without lantern slides, in history, geography, light science, and natural history would certainly not fail.

WE associate ourselves most heartily with the protest which Miss Burstall and others have made against the organization of a "Children's Army" of collectors for the Prince of Wales's Fund. Children have been exploited far too much already by philanthropic societies. The objections to encouraging young people to collect

money are numerous. It is impossible to be sure that the young collectors feel a genuine interest in the cause for which they solicit alms; in most cases, probably, they beg simply for the fun of the thing and the novelty of playing the game of sturdy beggars. A peculiarly objectionable feature in the present proposal is the suggestion that the children should be given "rank" according to the amount collected. This is to offer rewards, not to those who work hardest, but to those who have the best social position. But if collecting money is demoralizing, earning it is not. Let children get up little concerts and entertainments in their schools for the relief funds; or let them, as is being done in some cases, sacrifice some little pleasure—sports or an outing to provide money.

IT is so constantly asserted, and often by people who ought to know better, that the education given in an elementary school is wholly "bookish," that it may be worth while to give some exact figures. The writer of this note, happening to be in one of the classrooms of a girls' department the other day, analysed the weekly time-table. To History and Geography four periods of thirty minutes, or two hours, are assigned, and to Literature and Reading five periods of thirty minutes, or two and a half hours; Grammar, one period of thirty minutes. This is the whole of the work which was connected with books; indeed, it is really more than the whole, for Geography, as it is now taught, can hardly be considered a "bookish" subject. The rest of the time is given to Arithmetic, which gets three and a half hours a week, Science, Drawing, Singing, Housewifery, Needlework, Laundry, and so forth. So vanishes the phantasm of a "bookish" curriculum. Equally remote from the truth are the gibes of so many platform speakers and newspaper writers about school education being nothing but cramming children with facts. The truth is that boys and girls in elementary schools do not spend more than four or five hours a week in assimilating new knowledge.

SHOULD the usual educational meetings be held during the winter? The question has been mooted in various associations, and, so far as we can hear, generally answered in the affirmative. And indeed why should not these meetings be held! If they were merely play, they might well be dropped, but their supporters presumably regard them as something more than play, a serious business, a States General of the profession more representative than Section L of the British Association. The omission to hold them this year would be a confession that they are no more than play. No doubt all self-interested agitations, even of the most legitimate kind, it is quite right to suspend. The National Union of Teachers has shown right feeling in ceasing its salaries campaigns, the sameright feeling as the working men showed in settling their strikes the moment War was declared, but no association should let the War interfere with its purely educational activities. If they are useful, they are just as useful now as at any other time.

SINCE the above Note was written we have heard of a movement for transferring to the Registration Council the organization of the Week of Conferences.

A Wrecking Motion.

This, in our opinion, would be simply a wrecking motion. The Joint Committee has for some time been sitting, consulting constituent associations, and discussing ways and means. We cannot swap horses in mid-stream. Moreover, it is most unlikely that the Registration Council would undertake a task for which it is not specially adapted and which lies outside its proper function.

THE statement of the London Teaching staff sub-committee made to the Education Committee on October 14 shows how the War is affecting the staffing of elementary schools. Over a thousand assistant masters in London schools are on active service, being, we believe, no less than 50 per cent. of those eligible for military service. The number of men teachers available for these vacancies has proved inadequate, and 250 women have been appointed to boys' departments. The heavy demand thus made on the supply of teachers will make it necessary to appoint 250 additional "unattached" teachers in the immediate future. The Committee would like all these to be men, but it does not expect that more than 200 schoolmasters will be forthcoming; the number must therefore be made up with women. We may add here that the London Education Committee is also holding out a helping hand to the Belgian Refugees by granting free admission to the secondary schools of any children who have attended similar schools in their own country.

THE Board of Education has issued a brief, but useful, circular on the teaching of European history in connexion with the War. The time, as they well say, calls for knowledge as well as devotion and courage. The Circular is supplementary to that issued in 1908, and begins where the latter left off. A year's course on European history in the nineteenth century for the upper forms of secondary schools is outlined. The first obvious difficulty is the immense mass of material. The growth of nationalities must be the guiding thread. The separation of Holland and Belgium, the unification of Italy, and the foundation of the German Empire, will be the great landmarks. The history of the Balkan peninsula must be dealt with, and, fortunately, it is a history which lends itself to treatment on a large scale. The world-politics of the last forty years, too, cannot be ignored. Another course is suggested for lower and middle forms, and this we think errs through excess of matter. The best syllabus for such forms would be probably one based on the great struggles of England against the powers that have sought to dominate Europe—Philip II, Louis XIV, Napoleon. Belgium comes in every time.

WE have before us the authorized version of Mr. Norman MacMunn's address to the Montessori Conference at West Runton. We pass over the panegyric of the Dottressa as the first who has "confirmed along a line of pure and positive scientific reasoning the conclusions of the philosopher and sage as well as of the empiricist," and come to Mr. MacMunn's extension and application of this universal theory to the secondary school. He starts with the assumption that for the child all play is work and all work is, or ought to be,

A Montessori Disciple.

play. We are on the eve of the greatest intellectual renaissance in the history of the world, and the "Open Sesame" of this new Utopia is Partnership. All the teacher has to do is to match the pupils of his class in pairs and provide them with copies of Mr. MacMunn's little textbooks. At present these are available only for teaching French, but, if these pay, we are promised at least a hundred little volumes to cover four or five of the principal subjects. The method is as follows. There are two textbooks composed on parallel lines, consisting of questions and answers. A. questions B. from his red book, and B. questions A. from his blue book. What part, if any, the master plays, and whether any record is kept of the performance, is not explained. As to the result, however, Mr. MacMunn is prepared to go before a Commissioner for Oaths and swear that a small boy of ten has refused picture books because he could not leave his French verbs. If perchance a translation of this address should reach Dr. Montessori, we wonder whether she will acknowledge her evangelist. To us the new method seems a combination of the worst forms of empiricism—Mangnall's Questions and pupil-teacherdom. The pronunciation of a class self-taught or mutually taught French on this method would be a curiosity.

MR. J. H. E. CREES, the Head Master of the Crypt Grammar School, Gloucester, has written a long letter to the *Times Educational Supplement* on the Board of Education's Circular on Examinations. Much of it he apparently likes, but he is naturally very much annoyed at the proposal of the Board to restrict the right of Head Masters and Mistresses to send in boys and girls for the Junior Examination. He very much overstates the case, by the way, when he speaks of the "proposed abolition of examinations of the Junior Local standard." All that is suggested is that the Board should have the right to forbid a school to take a junior examination. Mr. Crees has found the Junior Locals a valuable incentive to the young barbarians of the fourth form, and so they undoubtedly are in schools where these youngsters can work for them and pass them without being prepared by illegitimate means. But in too many schools working for examinations means cramming, and in such cases a higher Authority must have power to prevent harm being done to the children. In other schools, where the principal does not approve of examinations for any children under sixteen, the prohibition would be felt as a boon, as it would be an irrefutable answer to the clamours of parents and governors. There are many head mistresses who take this view of junior examinations and an increasing number of head masters. Why will not Oxford and Cambridge show the way by abolishing the Preliminary, an examination that even Mr. Crees would hardly defend?

MR. CREES also raises the very important question of what body is to be the co-ordinating authority. In the Circular the Board proposes to reserve that position for itself. Mr. Crees strongly objects to this arrangement, on the ground that the officials at Whitehall are amateurs. He proposes the Registration Council as an alternative. Though we have no great love for Government departments, we suggest that it is hardly fair to condemn all the officials as amateurs. After all, there

The Co-ordinating Authority.

are now a large number of Inspectors who have had experience of school work. Nor do we think the Registration Council could undertake the work at present. It has a big job on hand, quite sufficient for its energies. It must be remembered, too, that the Registration Council will be represented, along with the Local Education Authorities and Examining Bodies, on the Board's Advisory Committee, and through this representation teachers ought to be able to make their weight felt. There remains the suggestion which has been put forward in some quarters that a Statutory Examination Council of teachers should be formed to superintend the whole examination system; but we doubt whether such a Council, formed as it would be of representatives of every class of school, would be found to be a very practical working body.

LOCAL AUTHORITIES.

Board of Agriculture. OPINIONS may differ as to the advisability of allowing the Board of Agriculture and Fisheries to control agricultural education, but there can be only one view, as far as Local Authorities are concerned, as to the essential inequity of the conditions upon which the large funds at its disposal are administered. During more than twenty years Local Authorities, with varying degrees of efficiency and success, have made themselves responsible for agricultural education without receiving much assistance from any Government Department. At the same time, a considerable proportion of that expenditure has been applied in the establishment and maintenance of collegiate centres. The Board of Agriculture desired to bring these centres into existence, but with the limited resources then at its disposal it was powerless either to establish or maintain them without the co-operation of Local Authorities. When, therefore, large additional funds for educational purposes were provided, it might have been expected that the Board would relieve the Authorities of their obligations to collegiate centres. By so doing, local funds would have been released for other developments of agricultural education.

A Vexatious Policy. UNFORTUNATELY all Government Departments appear to hold, as axioms of intelligent administration, that under no circumstances, if they can prevent it, shall the weight of a local burden be diminished, or any additional grant be made by Parliament, without an additional contribution from the rate-payer. Consequently the Board of Agriculture and Fisheries, instead of considering how it might best assist Authorities (which had not neglected agricultural education), and at the same time encourage them to develop their work in certain directions, says in effect, Whatever you are spending you must continue to spend, and unless you spend more, for such purposes as we may direct, you will receive no benefit from the available grants. This policy is entirely inequitable as between the different Authorities, for some have incurred a large expenditure and some have expended very little: it is economically unsound, as tending to perpetuate the maintenance of grants, or forms of instruction, which may not be required; it may also tend, as the Board imposes particular "developments" throughout the country, to the multiplication of unnecessary officials and institutions.

Dislocation of Existing Machinery. THE Report of the Education Branch of the Board of Agriculture and Fisheries on the Distribution of Grants in 1913-14 contains a useful survey of the various developments in progress. The statement that the county "proved to be too small a unit within which to develop a complete system of agricultural instruction" suggests some inquiry as to the particulars in which agricultural instruction differs from other branches of pedagogy. It requires, it seems, a province for its adequate development, while for education generally the county area is large enough. This new departure in administrative machinery is either necessary for all forms of education or not necessary for agricultural instruction. It is not necessary for agricultural instruction. Unless the "Advisory Council" in each "province" is endowed with the power to grant or withhold money, and has a detachment of

officials and inspectors, it is not likely to influence effectually the work of the autonomous units which it is supposed to "co-ordinate." To divide the country into twelve provinces and to secure that in each province there shall be a centre for higher agricultural education and research, serving the area of the province, appears to be a sound principle. And the Board might have made itself responsible for the maintenance of these centres and dealt directly with the county units regarding other developments of a "complete system." If this had been done, the objectionable features of the Board's present policy would have been avoided.

It may be gathered from the Board's report that, whatever other departments of learning may lack in the matter of financial encouragement, the science and art of agriculture is now to be substantially endowed. In 1909-10 the Board distributed £12,900, in 1913-14 £67,939. By far the larger proportion of this sum—viz. £53,876—has gone to institutions of University rank, advisory and research work, grants to farm schools, technical classes and local lectures accounting for the modest sum of £8,125. The average net expenditure of County Councils in England on agricultural education appears to be about £72,037, and of this amount probably nearly £30,000 will be applied in grants for the maintenance of collegiate centres and advanced branches of agricultural teaching. In view of the large additional subsidies now provided by the Board for these centres, a considerable part of this £30,000 ought now to be released and rendered available for other purposes.

Pursuit of Agricultural Science. THE Board of Agriculture is commendably anxious to co-ordinate educational effort and to prevent waste which, it somewhat rashly declares, is "inseparable from isolated effort." The general assumption is, of course, that the great Local Authorities do not know their own business or what it is expedient or necessary to do in the areas for which they are responsible. Regarding the waste alleged to be inseparable from isolated effort, however, it may be observed in the Board's report that there is a tendency to create self-contained Departments for agriculture and rural economy at collegiate centres. It appears as though, having started with the idea that the administration of a complete system of agricultural instruction must be, as a preliminary, separated from the Board of Education, the Board of Agriculture desires to inaugurate not only a new system of local control, but a new staff of instructors in science who must all be labelled "agricultural." This zeal for supplying students in agriculture with botanical, chemical, and zoological knowledge, known as agricultural, may be easily overdone, and occasion both an uneducational specialization and a waste of effort.

Leeds Finances. IN the Annual Report of the City of Leeds Education Committee interesting tables are given showing the growth of educational expenditure in the city between the financial year 1904-5, the first complete year after the "appointed day," and the financial year ended March 31, 1914. The following are the figures:—

ELEMENTARY EDUCATION.

			Increase
	1904-5.	1913-14.	per cent.
Gross Expenditure, Revenue	£282,600	£331,868	17.43
Account	129,458	163,369	26.19
Drawn from Rates	146,489	157,866	7.77
Exchequer Grants			

It is noted that since the Education Act of 1870 no less than £1,644,843 has been expended in providing school accommodation and equipment in Leeds. The outstanding debt for both elementary and higher education is now £1,097,593.

Higher Education. BETWEEN the years 1904-5 and 1913-14 there has been a great development of higher education in Leeds, involving an increase of no less than 253.23 per cent. in the expenditure. The figures are as follows:—

HIGHER EDUCATION.

			Increase
	1904-5.	1913-14.	per cent.
Gross expenditure, Revenue	£35,558	£125,603	253.23
Account	9,108	39,281	331.27
Drawn from Rates	24,040	49,415	105.55
Exchequer Grants			

The rate for elementary education for the year was 1s. 6½d., and for higher education 4d., in the £. It is satisfactory to note that there was a slight increase in the number of candidates in Leeds for pre-

paratory training in teaching, although, it is stated, the supply of intending scholars is still very inadequate. In reference to the proposals of the Board of Education that liberal allowances should be given to intending candidates during the time they are attending secondary schools, it is suggested that such proposals may possibly attract additional candidates, but they will not provide a permanent solution to this difficult problem.

Supply of Teachers. "To ensure an adequate and permanent supply of candidates it is necessary to improve the financial prospects of the profession." This is unquestionably the one thing needful. When it was determined that the preparatory training of the teacher should take place in secondary schools, and that a broader, if not higher, standard of educational attainment should be demanded, it was inevitable that various avenues of remunerative employment would be available for the pupils educated under the new conditions. If the inducements of the teaching profession do not compare favourably with those offered in other occupations open to them, there can only be one result. The economic effects of the educational reform are now obvious. Local Education Authorities, as the Leeds report says, are keen to co-operate with the Board in dealing with the difficulty, but it involves large financial considerations, and the only way to meet the difficulty is to give larger salaries to teachers, which can only be done by very substantial aid from the Imperial Exchequer.

Higher Education Rate. THE Derbyshire Education Committee, in their last report of the County Council, direct attention to a question which is of some importance to Local Authorities. It has been generally understood that the rate of 2d. in the £ which the Council of a county may raise for the purposes of higher education was independent of any rate levied on special areas. Section 18(1)(a) of the Act of 1902 provides that the County Council may, if they think fit, charge any expenses incurred by them with respect to education other than elementary on any parish or parishes which in the opinion of the Council are served by the school or college in connexion with which the expenses have been incurred. It is difficult to reconcile the expression "any expenses" with the statutory limitation. The Local Government Board, however, hold that rates levied on special areas must be included in the amount of the 2d. rate.

SCIENCE NOTES.

Transit of Mercury. GIVEN fine weather, one of the most interesting observations for which small telescopes can be used with complete success will be possible on November 7, as on that day will occur a transit of Mercury across the sun's disk. The external contact at ingress is timed for 9h. 15m. 15s. a.m., and at egress for 2h. 9m. 28s. p.m. The least distance between the centres will happen between three and four minutes after twelve o'clock. The diameter (angular) of the planet will be about one two-hundredth of that of the sun, so that it will be advisable to project the sun's image on a good white surface in a darkened room. For direct visual observation through a telescope it is, of course, necessary to use proper light-reducing apparatus. Ingress will occur 156 deg. from the north point.

Intellectual Boldness. BY timing the observations—or, should circumstances prohibit actual observation, by the inferior device of using the predicted figures—it would not be difficult to infer the approximate distance from the earth to the sun, treating the orbits as circles and using Kepler's Law relating to periodic times. A boy or girl who follows the argument will learn something more than a few geometrical principles, for the imagination which does not shrink from applying these principles to million-miled celestial distances has learnt something of the intellectual boldness with which Greek astronomers were so splendidly endowed.

British Association's Australian Meeting. NOTWITHSTANDING the shadow of war, the first meeting of the British Association in Australia was a notable success. The number of members exceeded all previous records, and much solid work was done. Grants to local research were larger than usual, while the brilliancy of the principal addresses and lectures is being

revealed to those of us who stayed at home as full reports come to hand. Sir Douglas Mawson arrived just in time to open the discussion on Antarctica, and Prof. David produced the newly discovered Darling Downs skull at the right psychological moment with dramatic effect.

From Liège and Louvain. PERHAPS the most far-reaching discovery into the nature of living things was the cell-theory of Theodore Schwann. Born in 1810, Schwann went to Louvain in 1838 as Professor of Anatomy, and it was in 1839 that he gave to the world his "Microscopical Researches into the Accordance in the Structure and Growth of Animals and Plants," which was translated (under the above title) for the Sydenham Society eight years later. In 1847 he left Louvain for a chair at Liège, and in 1854 designed an apparatus for rescue work in mines, the precursor of those used to-day, in the form of a respirator with self-contained provision for absorbing carbon dioxide and liberating oxygen. It is well that we should bear in mind that the science of histology was founded by Schwann of Louvain.

Lectures to Recruits. SIR A. SELBY BIGGE has drawn attention to the opportunity for instructive lectures and classes for the recruits during the long winter evenings. It is not always easy to find the appropriate subject, so we would point out one course of lessons which would undoubtedly be welcomed by the men. We refer to electricity, to be dealt with in relation to telegraphy and telephony. It appears feasible to start with a field telephone, and to work in somewhat heuristic fashion to elementary principles and thence back to modern applications in a broad manner. The electric torch would be a possible subject for an isolated lecture. We should be glad to hear from any of our readers who may be taking part in giving scientific instruction to Kitchener's men during their hours of recreation.

A Good Example from Paris. ON our table there lies a short report of a meeting in Paris of the Académie des Sciences, which took place on October 5. We had previously received reports of weekly meetings in September, including one of a meeting on the day when the German Army made its nearest approach to the city. Doubtless the savants are continuing to meet regularly, and it would be well if the example were taken to heart by the Committees now meeting to make arrangements for London meetings and conferences during December and January. Unless for a very exceptional reason, educational meetings especially should be vigorously maintained. The need for doing our best for the citizens of the future should be more evident to-day than ever before; and work, time, and money devoted to improving educational methods and administration are efforts towards national service which it would be wrong to neglect.

THE BRITISH ASSOCIATION (SECTION L).

PROF. PERRY presided over Section L (Education) of the British Association, and his Presidential Address, now published in full, in spite of its liveliness, is depressing reading. He takes as his subject "The Science of Education," and begins by telling us that the thing does not exist. There is a Science of Engineering, but the Science of Education has still to be created; and he ends by apologizing for delivering an address containing no idea that he has not already published time after time in the last thirty-five years. All honour to Prof. Perry as a pioneer and veteran reformer of mathematical teaching, but man cannot live by mathematics alone; and when he discourses on the theory and practice of teaching in general he appears, like the Bourbons, to have learnt nothing and forgotten nothing; or rather, like Dr. Johnson, he boasts that all that is to be known about education is already known by him. In education, he pronounces, we are still in the observational stage, and so far our observations have not succeeded even in simplifying the phenomena to be studied. Nor would it profit much if the first principles of the science were established; our pedagogues are such a hidebound race that they would still keep to the old ruts.

For anything that appears in the Address it would seem that our public schools had changed no whit since Prof. Perry

began his crusade thirty-five years ago. "Every clever man who has gone to a public school, or to Oxford or Cambridge, worships the system which has taken from him his spiritual birthright, his individuality, his initiative, his common sense, his power to think for himself." And the steam-roller that has produced this dead level is, we need hardly add, Prof. Perry's *bête noire*, the classics. The clever boy is kept at school till twenty or twenty-one grinding at the classics, and proceeds to the University with a scholarship, "stale and tired with the reception of ancient learning, of other men's thoughts," and stays there for another three or four years with his nose to the grindstone. Sir Frederic Kenyon's Address to the Classical Association is held up to ridicule. Prof. Perry pays no attention to anything his classical friends say, because he knows that the greatest classical scholars only devote themselves to re-editing some Greek text that has been edited over and over again.

We regret to see a distinguished man of science on such an occasion descending to such clap-trap rhetoric. Prof. Adams, in his "Evolution of Educational Theory," has stated clearly and judiciously the claims of Education to rank as a science, and several of our contributors have shown in recent articles what has been done and is doing in experimental psychology; but our President says all this is naught. We fully agree that the classics still occupy too large a place in the secondary curriculum, that Latin is begun too early, and that Greek should be reserved for boys who will continue the study at least to the age of eighteen; but Prof. Perry grossly exaggerates both the numbers of the Classical Side and the time devoted to classics. In most schools the age for superannuation is fixed at nineteen, and the limit of age for entrance scholarships at Oxford and Cambridge is nineteen. All literary study may be described as "the reception of other men's thoughts," and to brand on this ground the study of Homer and Plato as soul-destroying, while commending the study of Shakespeare and Milton, is illogical and unscientific. Does every public-school man "worship" the rock from which he was hewn? The leading reformers of the system, some wise and some unwise, have been public-school men. We name at random Dr. E. A. Abbott and Sir John Seeley (English Literature); Edward Thring and R. H. Quick, Mr. A. C. Benson and Mr. Oscar Browning (Eton). And Prof. Perry, himself sometime a Clifton master, should not have forgotten what science teaching in public schools owes to Canon J. M. Wilson. The gibe about re-editing for the hundredth time some Greek text, and the ignorance displayed by classical scholars of their own literature, only reveals the critic's ignorance. The names of Jebb, Verrall, Butcher, Pelham, W. W. Fowler, and Gilbert Murray are sufficient refutation.

It would be tedious to expose all the exaggerations, illogicalities, and misstatements that we have noted in the Address, and we will only add a few of the most glaring. "Poor boys are most frightfully handicapped for the race of distinction, but, in spite of this, nearly all our best writers have been boys of the common people"; yet in the same paragraph we are told that the worst thing that can befall a boy is to get a scholarship and pass to a secondary school or thence to the University. There he will learn nothing worth knowing; whereas in the primary school "every boy does laboratory work in mathematics and natural science." "There can be no doubt that poor boys have now an enormous advantage over the sons of rich men." Where, then, is the handicap?

In the ideal school of the future for boys of eleven to sixteen English subjects will predominate. The teacher of English "ought to know enough Latin and Greek and Celtic and Old English and modern languages to be able to illustrate the derivation of English words through their roots." How many professors of English could satisfy this first qualification? And are there any English words, except place names, derived from Celtic roots? There will be no Classical and Modern Sides, but "some boys will take to history and philosophy, some to poetry and imaginative literature." We can readily believe that the boy of the future who has learnt decimals in an hour at the age of eight and at fifteen easily

gets to understand the infinitesimal calculus will at the same age be found browsing on Kant's "Critik" and Herbert Spencer's "First Principles." In the ideal school there is to be no censorship of books. "If I saw a boy reading a 'penny dreadful,' I would not stop him; nor if he were reading Paine's 'Age of Reason' or any wretched treatise on psychology or logic." Women, we are told, are naturally clever and, if left to themselves, "have more capacity [than men] for acquiring mental power," but, by reason of the vicious cramming of the high schools, they have relapsed into stupidity. "The education of men is in a bad way, but that of women is becoming much worse." And yet Prof. Perry has always advocated higher education for girls.

"In ancient times," we read, "only very old and exceptionally clever men were allowed to study geometry." This hardly agrees with the inscription over the doors of the Academy; but let that pass. Prof. Perry is exceptionally clever, and, if in no other respect, he resembles the Greeks in the gift of perpetual youth. It is not too late for him to begin the study of psychology, to read some more recent pedagogic literature than "Sandford and Merton" and to make himself acquainted with what is being taught in the Universities and public schools and what is not being taught in primary schools. Let him join the newly founded Society of Education, and by the next meeting of the British Association he may have learnt to speak less superciliously of schoolmasters and schoolmistresses and of those researchers who are laying the foundations of a science of education.

THE MUNICH TRADE CONTINUATION SCHOOLS.

A BOOK of remarkable topical interest ("The Schools and the Nation," trans. by C. K. Ogden; Macmillan, 6s.) has been placed at the service of English educationists and of social and industrial students by the issue in English dress of various addresses of Dr. G. Kerschensteiner, the Director of Education since 1895 of the City of Munich, collected under the title of "Grundfragen der Schul-Organisation." He is the world-famous author and organizer of the system of continuation trade schools of that city, by means of which all boys leaving the elementary schools at fourteen years of age are provided not only with the means of continuing their general education, but with express facilities for acquiring an intimate technical knowledge of their trades or occupations conjointly with systematic instruction bearing upon their daily life and duties, and in relation to their future responsibilities as citizens.

The system has been gradually developed, but always in the closest co-operation with the trade guilds, and its final success has been assured by the adoption by the municipality of compulsory measures ensuring the attendance of apprentices and others up to the close of their seventeenth year at the continuation trade schools. In the present year girls will also come under the provisions of the same law. These schools for boys are managed by the municipality and the trade guilds jointly. Special buildings of large size (of which there are now seven, with three more in course of erection at a cost of £100,000) have been erected in various parts of the city, and suitably equipped for practical instruction in the various trades, numbering some fifty-six, for which provision has been made. These in Munich are chiefly handicraft in character, some of them requiring considerable artistic ability and training.

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(Continued on page 750.)

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all classes engaged in the various industries. The system is rapidly spreading all over Germany.

The book contains an interesting chapter on the right policy and methods for the conduct of the elementary school, in which attempts at vocational training are condemned, and a most suggestive account as to the course taken for both boys and girls in the eighth or final year with a view to interest the pupils in the realities of life and as a preparation for their future. The place of science in the curriculum, both in respect of the method of presentation and the scope to be covered, is carefully considered, and all through the whole course of training handwork—the learning by doing—is regarded as a vital necessity.

As a result of these wise measures it is stated that in this great city of 600,000 inhabitants all boys, with the exception of 8 per cent., leaving the elementary schools, go straight to definite trades. It is also remarked, as showing the democratic character of education in Munich, that the children of *all classes* attend the elementary schools from their sixth to their tenth year, and that there are only 396, or 1 per cent., of the children in private schools. The book has other interesting chapters dealing with the Duty of Municipalities, the Organization of Higher Schools, and the Training of Teachers which are well worthy of attention, and Lord Haldane contributes a pregnant introduction.

J. H. REYNOLDS.

JOTTINGS.

WE regret that, in consequence of the duties that have devolved on him in consequence of the War, Prof. Campagnac has been unable to contribute his promised article on Latin to "Idola Linguarum," and we have to thank Mr. Strong, an Emeritus Professor of the same University, for filling the gap at very short notice.

THE War has its lighter side. A widow lady undertook to receive two Belgian refugees, preferably a mother and daughter. One evening two spinster ladies arrived and were told with apologies that they would have to share one bedroom, her own that she had given up to them. In the night she heard them moving about and went to see whether they were ill or wanted anything. There was a bright light in the room, and it occurred to her before knocking to peep in and see what they were doing. She fetched a chair, looked through the fanlight and detected them ("je vous le donne en cent")—shaving.

THE REV. H. COSTLEY-WHITE has announced his intention of resigning the Head Mastership of Bradfield College at Christmas. Mr. Costley-White was a scholar of Balliol College, and an Assistant Master at Rugby from 1903 to 1910, when he was appointed to Bradfield in succession to Dr. Gray.

At the last meeting of the Registration Council it was decided that a provisional list of registered teachers be printed for publication, giving only the name, professional address, registration number, and date of registration of each registered teacher, and that all titles be omitted. The number of applications up to date was 4,297, composed as follows: Universities, 162; elementary, 945; secondary, 2,436; specialist, 754.

THE *Schoolmaster* boldly advertises "our personally conducted tours," *inter alia*, for Paris at Easter and Belgium at Whitsuntide.

AFTER forty-four years of fine work as Head Master of Saxlingham Schools, Mr. Walter George Fillmore passed away on October 7 at his residence at Saxlingham. On retiring from school some time ago he was the recipient of a testimonial subscribed by scholars in all parts of the world. If he had lived till January 1915 he would have completed fifty years' residence in Saxlingham.

WE regret to announce the death of the well known East Anglian schoolmaster, Mr. C. D. Pridden, M.A., late of Roslyn House, Felixstowe, which took place in the first week of October. The deceased, it appears, was cycling from the Coast Development Offices towards his new residence, Gulpher, and when near the

cricket pavilion he dismounted and a moment after fell down dead. Mr. Pridden had been put to much inconvenience and worry owing to the War. Shortly after the commencement of hostilities, Roslyn House, his home and school, where for many years he carried on a flourishing school, was taken by the military authorities. After several weeks of incessant worry, a generous friend placed a newly acquired residence at the deceased gentleman's disposal, and thither he transferred his school. Undoubtedly the strain and anxiety brought about his death, and he dies a civilian martyr of the War. He leaves a large family, for whom deep sympathy is felt.

THE L.C.C. announces that, in consequence of the large number of London teachers who have volunteered, there is a pressing demand for temporary teachers. Any person, male or female, who possesses the necessary qualifications for teaching in an elementary school could be of service. The demand is greatest for men, but in some cases women are being employed in boys' departments.

By way of a foot-note to our remarks in another column on private-school masters and the War, we may mention the formation of the Professional Classes Relief Committee, news of which reaches us as we go to press. Amongst the numerous bodies represented on it are the Head Masters' Association, Head Mistresses' Association, Assistant Masters' Association, and Assistant Mistresses' Association, and representatives of other societies are to be added.

CHRISTMAS BOOKS.

Discoveries and Inventions of the Twentieth Century. By EDWARD CRESSY. (7s. 6d. net. Routledge.)—This is a sequel to the well known volume by Robert Routledge dealing with the nineteenth century, but it is hardly an exaggeration to say that the work to be recorded in the last twenty-five years (the author has wisely taken a backward glance) surpasses in bulk and importance that of the previous seventy-five. We need only mention at random wireless telegraphy, aircraft, electric traction, motor-cars, submarines, radium and Röntgen rays, and the cinematograph. All these subjects and many more are here treated with full scientific knowledge, but with as few technicalities as is possible, so that the non-expert can follow most of the text though he has only a rudimentary knowledge of mechanics and physics. The illustrations, many of them full-page, are as good as they are numerous, and readers like Mrs. Sparrow will find oases—e.g. the provisions consumed on a voyage of a giant modern liner.

"Romance of Reality."—(1) *The Man-of-War.* By Commander E. HAMILTON CURREY, R.N. (2) *The Aeroplane.* By GRAHAME-WHITE and HARRY HARPER. (Each 3s. 6d. Jack.)—These are the first two volumes of a new and promising series. Each subject is approached from the historical point of view, and the achievements of the science of to-day are realized by tracing it down from its origins, while a human interest is given by a record of the lives and adventures of pioneers and discoverers. The books are handsome in appearance, profusely illustrated, and surprisingly cheap. Commander Currey is more popular than scientific. We looked for pictures of the dug-out and war-canoe, or, to pass to the Deluge, of the Greek trireme and the "long ships" of Caesar. Instead, we start with the adventures of a middy who catches dolphins—which are not dolphins—in the Mediterranean, and other strange wildfowl in the Persian Gulf, and we end with the submarine and sea-plane, which are polished off in half a page. Those in search of good sea yarns will find what they want in "The Man-of-War," but serious students must still consult Mr. Thursfield and the *Times* "Naval Warfare." To discover the meaning of a "crare" and "to bouge" needs no more recondite source of information than the Oxford Dictionary, and Campbell was not the author of the poem on the "Royal George." (2) Mr. Grahame-White's book is of very different calibre. His task was easier, for the aeroplane is comparatively an invention of yesterday. What would have been the most thrilling chapter on "airy navies grappling in the blue" is necessarily wanting, but up to that point the amateur will find all that he needs know of airship lucidly told by a master of the craft.

Wild Life in the Woods and Streams. By C. A. PALMER. (3s. 6d. Black.)—Talks about common birds and beasts in the form of letters from a father to his small son. The first letter, describing a pair of squirrels burying beechnuts, is just such a one as a clever naturalist father would write, and will delight the boy, apart from the postscript (a P.O. for half-a-crown). The pretence

(Continued on page 752.)

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of father and son is not sustained throughout, and the vulgar boy is likely to skip the letter on the different kinds of hawks in hopes of finding a postscript, but generally the didactic element does not obtrude, and the bird-nester will find his account; but the angler will complain that there are no fishes in the streams.

(1) *The Romance of Piracy*. By E. KEBLE CHATTERTON. (5s.) (2) *Stories of Polar Adventure*. By H. W. G. HYRST. (2s. 6d.) (Seeley.)—(1) Most of us have gained our notions of pirates from novels ranging in verisimilitude from Scott's "Pirate," and "Treasure Island," to shilling dreadfuls. Mr. Chatterton's chronicle exemplifies the old saw that truth is stranger than fiction. He brings from his treasury things new and old—Captain Kidd and Paul Jones, and the almost miraculous escape of John Foxe after fourteen years of captivity with the Turkish pirates of Alexandria. The last narratives carry us down to the present day. The reviewer can remember seeing in the window of a Bond Street gunsmith a rifle with the label, "With this weapon the Bishop of Labuan shot the pirates of Borneo." (2) Mr. Hyrst has wisely refrained from serving up the *crambe repetita* of the "Erebus" and "Terror," and drawn his materials from the adventures of forgotten worthies and obscurer explorers, men who nevertheless "made the greater part of the map of the Arctic Continent." Mr. Hyrst is a skilled narrator, and knows how to mingle humour with pathos. The last story in the book, of the bear with a yard of whalebone inside him, may have suggested the crocodile with the clock in "Peter Pan." The illustrations are good, but we should have preferred a few maps.

A Hero of the Afghan Frontier. The splendid Life Story of T. L. Pennell retold for Boys and Girls by ALICE M. PENNELL. (2s. 6d. Seeley.)—The story of this missionary hero cannot fail to be interesting, but we are bound to say that here it loses much in the telling. We have a series of stirring adventures loosely strung together, but there is no attempt to weave them together in a consecutive narrative. In Chapter I we read that, while still at Eastbourne College, "he attained his full stature and gained the vigour and vitality that was so strong a characteristic"; but, when he started for India, "neither Mrs. Arthur Pennell nor Dr. Pennell were very strong," and, in the same chapter, "he then invited his special friends to hear the story and to exhibit his pictures with great pride." It will be seen that English is not the author's strong point.

The Lost World. By Sir A. CONAN DOYLE. (7s. 6d. net. Frowde and Hodder & Stoughton).—A new edition of Sir Arthur's penultimate romance which appeared in 1912 makes a splendid Christmas present. The *terra incognita* of South America serves this time as the Utopia or Erewhon for the author's inexhaustible imagination and fancy. Photographs of the hero and faked photographs of the landscapes heighten the illusion.

Round the Wonderful World. By G. E. MITTON. (7s. 6d. net. Jack.)—Mr. Mitton is careful, like the author of "Eöthen," to assure his young readers that from all sound and religious knowledge, and facts geographical, political, and statistical, the book is warranted free, and he is as good as his word. It is a genuine story of travel; but the boy who studies it with his toes on the fender will, with the help of the numerous woodcuts, gain more real knowledge of the world and its inhabitants than his less fortunate comrades who have learnt by rote countries and capitals, lengths of rivers, and heights of mountains.

"The Fairy Book Series."—(1) *The Blue Fairy Book*. (2) *The Orange Fairy Book*. (3) *The Strange Story Book*. (4) *The Annual Story Book*. (Each 3s. 6d. net.)—All the year, and at least at Christmas time, we miss "that kind magician, Andrew Lang," and we welcome this *resurgam* in a cheaper edition.

The Brown Book for Boys. Edited by HERBERT STRANG. (2s. 6d. Frowde & Hodder.)—This volume will be as welcome as its predecessors. The stories are not all new, but they are well chosen and give plenty of variety. Battles by sea and land, tales of adventure and discovery a century or more ago, alternate with the feats of airmen and details of the floating docks prepared for great battleships of the present day. There are numerous illustrations in colour and black and white.

(1) *The Red Book of British Battles*. (2) *The Blue Book of British Naval Battles*. Edited by HERBERT STRANG. (2s. 6d. each. Frowde & Hodder.)—(1) Fourteen battles have been chosen here as examples of how "in Europe, in America, in the East, our soldiers have fought and died, contending sometimes against enormous odds, suffering temporary defeat, but fighting on with dogged tenacity until victory has crowned their arms." There could be no more inspiring reading for our young soldiers than these records of daring and heroism, beginning with Blenheim and ending with Omdurman. The coloured illustrations vary in merit; those by Cyrus Cuneo are conspicuous for their spirit and action; the Balaclava Charge is also good, and Mosley's black-and-white drawings are most suggestive. (2) The "Blue Book" covers a long period of time, since it begins with sea fights between

Alfred and the Danes and ends a year after Trafalgar. The pages in our history on which the achievements of our sailor heroes are inscribed, are thrilling as any sensation novel, and many of our most famous engagements are related here. The large illustrations show some fine effects of colour. Unquestionably in picturesqueness and splendour of appearance the ships of the present day cannot hold a candle to those of the seventeenth and eighteenth centuries. Many of the head and tail pieces in black and white are very good.

A Gentleman-at-Arms. By HERBERT STRANG. (6s. Frowde & Hodder.)—This volume contains a series of adventures in the life of Christopher Rudd. With part we are already acquainted, but are glad to fill up the gaps in his changing fortunes. Being bent on following in the steps of Sir Francis Drake, he starts life as a stowaway on a ship bound for the Spanish Main. He is of good birth, and, possessing some wits and good store of courage, he makes his way, and finds favour with high personages. His exploits are described with skill and spirit, and will be followed with interest. The book is well illustrated in colour by Cyrus Cuneo, and has many small pictures in black and white.

Herbert Strang's Annual, 1915. (5s. net. Frowde & Hodder.)—This year's Annual consists of stirring tales of adventure and danger, and school stories supply an amusing element. "Some New Developments in Shipping" and "The Fishing Fleets of Britain" have a special interest just now. The Story of Waterloo, as is perhaps natural, seems to appear in many collections of stories this year. There is an excellent "True Account of the Heroic Incident of Yeu-ning," by Captain Charles Gilson, and an interesting paper on "Priests' Holes and Hiding-Places," with sketches of various examples. Cyrus Cuneo and Stanley Wood both supply capital illustrations, and "Mackerel Fishing" comes out very well. L. Mosley's effective black-and-white sketches adorn the first pages. A very good five-shillings' worth.

We have received from Messrs. Frowde & Hodder new editions of *The Young Franc-Tireurs*, by G. A. HENTY (1s. net), a most appropriate book for the time; *The Story-Book Girls*, by CHRISTINA GOWANS WHYTE (1s. net), a popular story; *Round the World in Seven Days*, by HERBERT STRANG (9d. net), the thrilling expedition of an aeroplane. The postscript seems new, and completes the story nicely.

(1) *Mother Molly*. By F. M. PEARD. Illustrated by M. V. WHEELHOUSE. (2) *Alice in Wonderland*. By LEWIS CARROLL. Illustrated by ALICE WOODWARD. These are additions to the "Queen's Treasures Series." (2s. 6d. net each. G. Bell.)—Miss Wheelhouse's dainty illustrations just suit Miss Peard's delightful story. The pictures in "Alice in Wonderland" show some skill, but the story is too much identified with Tenniel's illustrations to lend itself easily to any others. These are very nicely got up books with excellent print.

A Voyage on a Liner. By ARTHUR O. COOKE. (1s. 6d. net. Frowde & Hodder.)—A readable little volume of a voyage to the Canary Isles. Mr. Cooke manages to make the minute details as to the arrangement of the ship, her engine room, the routine duty, and the commissariat quite interesting. There are numerous photographs and some coloured pictures. "The Officer of the Watch" is impressive.

The Violet Book for Girls. Edited by Mrs. HERBERT STRANG. (2s. 6d. Frowde & Hodder.)—We find this the least successful of Mrs. Strang's books. It is perfectly wholesome and harmless, and no doubt will be read quite eagerly, but we think girls might be given something of more intrinsic worth.

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Workers in Nature's Workshop. By W. J. CLAXTON. (1s. Harrap.)—The scheme of these talks on natural history is to classify plants and animals under human trades and occupations. The child is invited, before reading a chapter, to guess who in the animal and vegetable world represent "the advertisers," &c. In three cases out of four, we wager, he will fail. Carnivorous plants are "cannibals," perennials are "bankers," parasitic plants are "beggars."

(Continued on page 754.)

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(1) *The Adventures of Robinson Crusoe in his Island*. (2) *Kingsley's Water-Babies*. (1s. 6d. net each. Dent.)—Part I of "Robinson Crusoe" is illustrated by J. A. Symington. The coloured illustrations are boldly conceived and well drawn, but the artist has failed to portray the aspect of unkempt wildness of the hero. As he stands on his raft he looks as if he had been clean shaved. M. M. W. Tarrant's illustrations to "The Water-Babies" are dainty in design, and the faint colours suit the fairy realm of waters.

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"Little Stories of Great Lives." Edited by HERBERT STRANG.

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Sunday and Every-Day. (3s. Wells Gardner.)—This is a wonderful three-shillings' worth. It contains one long serial, full of stirring adventure; shorter serials, one of schooldays, one of cavalier times; and the Sunday element is introduced in "The Story of St. Paul," which runs through the volume. Besides this, there is a multitude of short stories and anecdotes, historic and scientific. We note with pleasure Gordon Browne's illustrations to the long serial. The articles on "In a Sunday Kindergarten" seem rather out of place, and not specially successful. Sun-wheels and toy seas will no doubt prove "simply fascinating," but we should prefer not to pretend they had any moral significance; and we feel the marching hymn will stand a poor chance if it is to follow on these delights.

The Tiny Folks Annual. Edited by Mrs. HERBERT STRANG. (2s. net. Frowde & Hodder.)—"Naturalness and simplicity without condensation" is the aim of this "Tiny Folks Annual," and it fulfils its purpose very well. Simple stories and verses of homely things and bright illustrations fill the pages, and we find no discordant note, except for the occasional presence of the objectionable golliwog.

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Chatterbox. (3s. Wells Gardner.)—*Chatterbox* is quite up to its usual level and young folk had better put in a plea for *Chatterbox* at least this Christmas. The long serial "Tangled Trails" has remarkably good line illustrations.

Leading Strings. (1s. 6d. Wells Gardner.)—A little book of stories and verses with many illustrations. The illustrations are not always as simply treated as is advisable in a book for tiny children.

The Children's Corner. Rimes by R. H. ELKIN. Illustrations by H. WILLEBECK LE MAIR. (3s. 6d. net. Augener.)—Miss Le Mair has already made a name for herself, more especially, perhaps, in connexion with her illustrations to the Schumann children's pieces. This new volume shows the same originality and delicate charm. The children are drawn as only one who has studied and loved them could draw them. Occasionally the decorative setting overpowers the figures, and every now and again the attitudes of the children are forced and savour of the popular fashionable droopings, as in "The Dove's Dinner Time";

but, for the most part, the children are natural and real, and the book makes a very pretty Christmas gift-book.

Swollen-headed William. By E. V. LUCAS and GEORGE MORROW. (1s. net. Methuen.)—This adaptation of the immortal "Struwwelpeter" is sure to take the town. The idea was pretty obvious; in fact, "Fidgety Phil" appeared recently in a delightful supplement to *Punch*, "The Rake's Progress." George Morrow is in the first flight of our caricaturists, but in the text we miss the patness and mordant wit of E. V. L.'s partner, C. A. G. Perhaps the best hit is Willy Head-in-Air gazing at the Stars:

"Which, as every German knows,
Aren't the twinklers we suppose,
But rewards the Kaiser's given
As encouragement to Heaven,
Medals of the second class
For assistance in Alsace."

SAFE NOVELS.

Two Women. By MAX PEMBERTON. (6s. Methuen.)

"This book relates the emotional adventures of Gertrude Wynne and Doris Holt." So the publishers' announcement on the cover informs us, and true enough. Book I relates the flirtations (something more than flirtation in one case, and less in the other) of two "bachelor girls" at a fashionable French watering-place. The picture is artistic, and Mr. Max Pemberton is equally at home on a yacht and on the golf links; but we seem to have read the same thing before, and the emotions left us cold. Our advice to readers is to start with Book II, where the real adventures begin. It is evident that the story of the two Englishmen who were caught exploring the island of Borkum, tried as spies, and imprisoned in a German fortress, suggested the plot, but the escape is wholly the author's invention, and from this point the interest never flags. The two women are a part of the machinery, and of course at the end the Duesse is unveiled and Una finds her Red Cross Knight.

A Crooked Mile. By OLIVER ONIONS. (6s. Methuen.)

Frankly, we do not like this book, and there is not one of the characters we were not glad to bid a hasty farewell to. But then the author gives one the impression that he does not care about them either, and always pops up at your elbow with his tongue in his cheek just as you are going to try to like one of them. Well, the War will have given most of them something to do, and perhaps they have got nicer. Perhaps the author himself has enlisted. Who knows? There is a review on the cover to help reviewers who do not want to read the book very carefully, so we will gratefully quote from it: "This is the story of a very modern marriage. . . . In it two *ménages* are contrasted—the one run on new and liberal and enlightened lines, the other still dominated by the ideas of the benighted past. What the difference between them comes to in the end depends entirely on the interpretation put upon the story, but the comedy note speaks for itself." It does. "A Crooked Mile" deals with the vagaries of a certain airy amateurism in Imperial politics. We are much obliged for the help so gratuitously given, and will only add that the paper and printing are of very good quality.

The End of her Honeymoon. By Mrs. BELLOC LOWNDES. (6s. Methuen.)

Jack Dampier and Nancy return to Paris after a three weeks' honeymoon, and before settling into their flat turn for the night into a hotel in a quiet quarter. The visit of the Czar and Czarina has filled Paris from roof to cellar, and they are obliged to accept the proffered accommodation of a garret for Monsieur and a tiny closet bedroom adjoining the host's bedroom for Madame. Monsieur quits the stage, never to return, though it is not till the last page that the mystery of his disappearance is solved. You must not be so tiresome as to inquire why Nancy allowed a fortnight to elapse before paying a visit to Jack's garret, and why, finding the door plastered up, she so politely accepted the explanation offered. It is the only loose stone in the structure, and Mrs. Belloc Lowndes deserves of us that we should keep it in its place, for she has constructed quite an ingenious story, with a genuine thrill to it. There is nothing to say about the characters, except that they play the game, and Nancy is provided with a nice new husband in time for the last page. Full information about the Morgue, the Paris police, &c., is interspersed à la Victor Hugo. The book would, however, have gained by condensation, and might have appeared more appropriately as a novelette.

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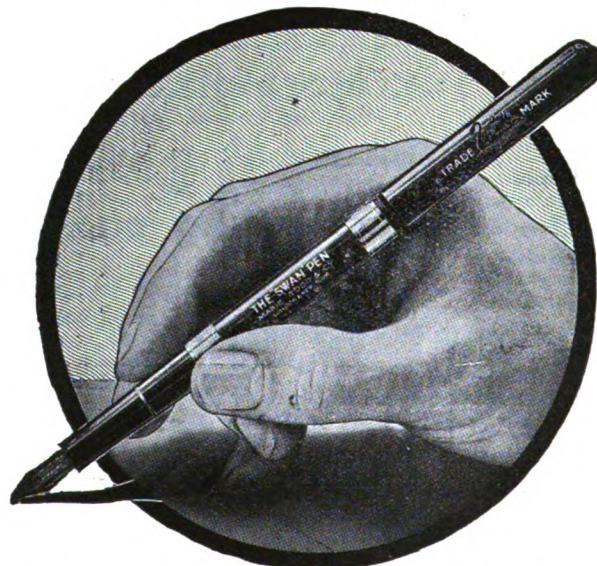
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IDOLA LINGUARUM.

LATIN.

By Prof. H. A. STRONG.

THE numerous claimants for a place in the curricula of our schools and colleges, and the fierce competition incident to modern life, must inevitably compel our educational authorities to reconsider the value attributed to the various subjects of study.

Some subjects may be profitably dropped or relegated to a few specialists; others may be retained under new methods of instruction whereby a learner may attain his goal in less time and with a less expenditure of effort. In particular, the time has now come when the classical languages are challenged, and, indeed, a classical education as a whole is put upon its defence. It is perfectly plain from the report of the last general meeting of the Classical Association that many of our leading teachers are highly dissatisfied with the results attained by the present methods of teaching the ancient languages, and are questioning whether these, more especially Latin, should be retained in our schools as an integral part of the curriculum; in the second place, whether the study of Latin should be compulsory on all the pupils of our secondary schools; and, in the third place, what standard should the pupil on leaving school have attained? These questions then suggest the further one, viz. Wherein consists the educational value of an ancient and dead language, considered as such, independently of its literature, and has it indeed any value as an educational factor?

My view on this point is that of the Russian professor Zielinski, whose book I translated with one of my colleagues. He points out the enormous value of Latin as a factor in education, and this expression of opinion is particularly interesting, coming as it does from a Russian, whose country owes

so little to Rome in comparison with our Western nations. This value consists first and foremost in the method employed in learning a dead literary language such as Latin. Languages may be learnt in two ways, by two methods, and these two methods correspond to the two fundamental activities of our intellect—viz. what are known by psychologists as *association* and *apperception*. Both processes alike aim at the reception and the reproduction of material by our intellect; but the latter of these two processes entails a greater and more fruitful effort than the former. If a word which we happen to have heard under certain definite circumstances rises spontaneously to our memory, then we ascribe this result to *association*. I master the word by the merely passive process of attention. I know that such combinations of sounds stand as the expression of certain objects or ideas, and I can reproduce these combinations whenever I wish to refer to such objects or ideas in the full confidence that I shall be understood. It is evident that a language learnt in this way teaches the learner nothing of its structure nor of its characteristics. It can be easily learnt; couriers and waiters in continental hotels can prattle in several languages, but the soul of the language is unapprehended by them. Of course we all learn our mother tongue by the method of association, nor could any other system be possible at an age when the mind is undeveloped. It is, too, plain that as the main object in learning modern languages is to be able to master them readily and easily, they are best learnt by this method of association.

The method of *apperception* is the opposite to that of association. It is sufficient for our present purpose to say that apperception implies the grasping of a new idea after reflection, and the modifying or changing of the idea as experience progresses. By this method we first study the structure of a language; we master after reflection the peculiarities of its etymology, vocabulary, and syntax, and step by step we learn to understand and to form at first simple sentences, then progressively harder ones, and finally periods and combinations of periods. We learn something of the character of the people who speak the language by their phraseology and by remarking the differences of meaning in synonyms.

The Latin language itself is a model of simplicity, terseness, and dignity. As Heine remarked, "the language of the Romans can never belie its origin. It is the language for commanders in the field, for administrators in their decretals, the language for the inscriptions of the adamantine people." Of course, it is also the key to a magnificent and dignified literature which describes, in clear and logical language, the chronicles and jurisdiction on which most of our Western civilization is based. Anatole France laments the decay of Latin studies in France as tending to destroy the dignity of French literature. He writes: "I do not exaggerate when I say that a man ignorant of Latin ignores the supreme lucidity to which speech can attain. All tongues, when compared with Latin, are obscure. Latin literature surpasses all others in its power of forming the intellect. Rome possessed ideas at once simple and powerful; but these ideas were not numerous. It is owing to this fact that she is an incomparable educator."

Besides this it should never be forgotten by Latin teachers that the language which they are teaching is merely the ancient form of the Romance languages, and any teacher of these languages should be a good Latinist. Such, then, being the characteristics of Latin, it seems to me that it should be used generally as a vehicle of instruction in our secondary schools and in our Universities.

I would not, however, begin the study of Latin before the age of ten, or even later. Let pupils learn a little French first, and let them learn this orally by the so-called "Direct Method," which may be employed by a *bonne* or a governess. As it is hardly possible at the present day to find a Latin nurse (though an advertisement for one appeared lately in the daily press), Latin must, in my opinion, be taught mainly, though not exclusively, by the apperceptive method, and, therefore, should not be begun until thought in the pupil has attained a certain development. Assuming, then, that all boys

in secondary schools are expected to start learning Latin, I think that those who show an obvious distaste or incapacity for the study should be gradually weeded out and transferred to other classes. This process of weeding out is, of course, a very delicate one and requires great insight and care on the part of the master; but I am perfectly sure that a large percentage of the boys and girls who now learn Latin merely to pass examinations are not merely wasting their time, but actually acquiring a distaste for all learning whatsoever. In the case of girls I would not make Latin a compulsory subject at all, as I think that girls should not have as many subjects as boys to study, and I have seen but too often the evil effects of the strain put upon girls preparing for examinations. For girls who have leisure to devote much time to Latin as a main subject, the study of this fine language and its literature offers the same intellectual advantages as for boys, but my belief is that a different curriculum should be prescribed for their sex. Most girls should learn more mathematics and logic for a generation or two, and the accuracy which they would thus attain would enable them to fight the battle of life which awaits them in the future better than the study of the tongues. I may note here that one of the objections from my point of view to dual education is the strain on the intellect of the girls produced by their eagerness to vie with their male co-students; but that is another story.

A word must be said about the methods of teaching Latin. These have no doubt been greatly improved, and are capable of further improvement, but the old method cannot be said to have been completely unsuccessful, since it has given to the world the refined scholarship of Conington, Calverley, Jebb, H. M. Butler, Gibert Murray, Mackail, and the late Prof. Tyrrell—a type rare among the pundits of Germany, for all their erudition.

The first point to be insisted on is that Latin pupils should not be set to read Virgil and Horace until they are of an age to appreciate the beauty and the dignity of such authors. The disgust which Byron expressed at the remembrance of Horace as taught at Harrow is still a common complaint, and is due to the same cause. Nor should the great Latin classics be used as subjects for the teaching of parsing, grammar, metres, &c., but should be reserved until the pupil is able to understand the "grand style" of the "Aeneid" and the *curiosa felicitas* of the Odes. The textbooks for beginners should contain something of intrinsic interest to English pupils, such as dialogues and stories from the colloquies of Erasmus and the dialogues of old Corderius, which might well be issued in a modern version. "Faked" stories may be used with advantage for pupils in the early stages of Latin, such as "The History of the Boer War," by Prof. Sonnenschein, or "The History of Robinson Crusoe," by the late Prof. Newman. From the very beginning the pupil should be taught the structure of the language and made to frame sentences on the models provided by his textbook and to commit simple dialogues to heart, always upon the understanding that these early lessons are lessons in the grammar and structure of the Latin language. As his studies proceed, the boy should gradually, but surely, be made to breathe a Roman atmosphere created for him and around him by the inspiration of his instructor, on whose sympathy with the subject he is teaching all depends.

He should be orally instructed in the main facts of Rome's history, her immense influence on present civilization, her manners and customs, her legends, and her national genius. Not till he has caught something of the spirit which made a Roman proud of *Roma immortalis* should the pupil be set to read the authors whose inspiration depends on their pride in the race and their country. I know nothing more dispiriting than to read Virgil with an unsympathetic class, and I believe that it is perfectly possible, if real enthusiasm be thrown into the work, to elicit from even a generation of footballers some kind of enthusiasm in their turn. It is not possible to suggest here a curriculum for every year of the Latin career of pupils in a secondary school; the ground covered must, of course, vary with the varying capacity of the pupils and the time devoted to the study of Latin; but a few

suggestions from my own experience may prove interesting to some teachers.

First and foremost, the passages set for translation must be interesting in themselves, and must not merely be read because they happen to be good Latin. This remark applies especially to the junior classes, who are not capable of appreciating the refinements and beauty of style of a great part of Livy and Cicero. I think, therefore, that interesting extracts from the classical authors should be picked out by the teacher—at all events, in the junior forms, and the sequence and connexion of these fully explained. Latin verse seems to be more popular with pupils than prose, and passages from Ovid's "Fasti," "Metamorphoses," and "Tristia" should be committed to memory. The best plays of Plautus and Terence are at once easy and amusing, and there is no reason why pupils of fourteen years old should not read these with real enjoyment.

Much of the dialogue in the Plautine plays is simply the Latin equivalent of our everyday conversation, and the simplicity of the characters and of the plots renders them well within the comprehension of Latin scholars in the third year of their course. Simple exercises in framing Latin sentences should be given orally from the very beginning, and for more advanced pupils simple pieces of English should be set based on models of prose passages taken from classic authors. It has been maintained that exercises in Latin composition are waste of time—"mere intellectual gymnastics." I think, on the contrary, that translations into Latin prose are one of the best methods of compelling a scholar to regard language and thought from a Roman point of view; to teach him to reduce complex into simple ideas, and to imitate the swing and harmony of the Latin period. The French author Fouillée had good reason to say "Chaque leçon de latin est une leçon de logique," and this applies in particular to lessons in Latin composition. All pupils should, of course, be taught to scan, but Latin verse should only be encouraged in the case of pupils who obviously show promise of becoming real scholars. By the time a pupil has reached the age of sixteen he should be capable of reading into English at sight any piece of easy Latin, and turning an easy piece of English into passable Latin. He should have read portions of Virgil, Horace, Plautus, Terence, Juvenal, Ovid, and a few extracts from less read authors such as Ausonius. In prose he should have had time to read a good portion of Caesar's Commentaries; two or three books of Livy, the more descriptive kind; Cicero's "De Officiis" and "De Senectute"; two or three of his speeches, and a few of his more interesting Letters. He should also have read some extracts from the younger Pliny and from other authors not commonly read in schools, such as Frontinus and the elder Pliny. He should have read also one or two books of Tacitus' "Annals." But it is very important to take care that the pupil shall be made fully conversant with the circumstances under which each work was written and should have mastered the history of the period of his author.

If leisure can be found for the purpose, no better method of imbuing pupils with the Latin spirit can be devised than by encouraging them to act a Latin play. I found the "Captivi" of Plautus excellent for the purpose. The Latinity is very simple, the plot interesting, and the play has no female characters. The "Rudens," also, is a good acting play; and Father Newman's versions of some of Terence's plays are admirable for this purpose.

I must repeat that it is desirable that the Latin teacher should never allow his pupils to forget that Latin is the old form of the Romance languages, and there is no better introduction to the study of philology than in instruction on the connexion of Latin with its daughter languages. If the teacher's pupils come to his class equipped with some knowledge of French, they will take great interest in discovering for themselves the different developments of the forms of the parent language into those of its daughters. I do not think that nearly enough notice is taken in our schools of this particular service of Latin, and I have been surprised by the rareness of the cases in which pupils who have been learning French and Latin for many years have perceived and ap-

preciated the connexion between the two languages. Such a book as Darmesteter's "Historical French Grammar" should be in the hands of every advanced Latin student.

Mr. Livingstone, at the meeting of the Classical Association held in Bedford College last January, told a melancholy tale of his experiences as a teacher of classics to his pupils.

They are like tame animals brought up by hand, accustomed to be fed at regular hours, and helpless when turned out to forage for themselves. . . . They have read their books in a vague, passive, otiose way, not without enjoyment, but without scrutiny or criticism. They have seen, to adapt a phrase of Newman's, the tapestry of literature from the wrong side, and it has told no coherent or intelligible story. And if this applies to undergraduates, it applies *a fortiori* to schoolboys. Take any ten schoolboys who have had a classical education, and are on the verge of University life, and ask them what was the religion of Horace. From six, I suspect, he will get no answer; one or two may quote some passages from the "Odes"; he will be lucky if he finds 20 per cent. who have noticed that Horace of the "Odes" and Horace of the "Satires" are for the most part two distinct people, expressing two distinct views of life. . . . In spite of lectures, interest in the classics, stimulating teachers, and the rest, we do not succeed in really getting the contents of the classics inside our pupils' heads.

Canon Cruickshank stated that he had taught the "Aeneid" many times and had always found that the story of Dido "excited the risible faculties of boys more than any other part of Virgil. The death of Dido was the anti-climax—it always amused them (!)" If such are the results of some ten years' teaching of Latin, as is avowed by our best teachers, the ordinary parent who pays taxes and wishes his hopeful to absorb some useful knowledge for the money laid out on him may well deem that the study of the classics, including Dido, is somewhat superfluous. The question is how to find a better way.

I quite agree with the remarks made by my friend Mr. Livingstone on the great use that may be made of translation on paper at sight of Latin into English. We are as teachers too ready to accept from our pupils hideous travesties of the original Latin, possibly what we may with more or less truth call accurate, but whose accuracy is in itself a terror. "The complete recasting and rearrangement of the sentence, the quest for equivalents, the adaptation to a changed linguistic atmosphere and climate and scenery, are as great in translating Cicero into Burke as in translating Burke into Cicero." The task of translating the concise, simple, and concrete Latin into good English as used by our best authors cannot but demand reflection on the modern employment of abstractions, on the great difficulty of clothing old-world terms with approximately corresponding synonyms, on the delicate process of breaking up Latin sentences and leaving out connecting particles, on the reasons for the order in the English sentence being necessarily different from the order in a Latin sentence, and on the difference in stress laid upon parts of speech like the noun and the verb respectively by the writers or speakers of Latin and English respectively.

The complaint which is now made as to the very small results attending "a classical education" are nothing new. In the seventeenth century a violent and general revolt was declared by the great teachers of the world against the ridiculous method in which grammar was taught. Complex rules of grammar were committed to memory by the scholars before they could read the Latin text, and, as Latin was even as late as the middle of the seventeenth century the language of lectures, the language of examinations, and supposed to be the language used between student and student, it was natural enough that wide discontent should be felt at the result of this plethora of grammar. J. A. Comenius (quoted by Foster Watson)* put the case for reform in grammar teaching very incisively: "The very beginners in grammar are so overwhelmed by precepts, rules, exceptions to the rules, and exceptions to the exceptions that they are stupefied before they begin to understand anything. . . . No one has ever mastered any language or art by precept alone." Mr. Richard Carew† relates that, after some sixteen years of grammar

* "English Grammar Schools," page 262.

† *Ib.*, loc. citat.

learning, he found his knowledge quite inadequate for speaking Latin when abroad. Locke advocated Latin teaching without a grammar in the first instance, "for, if you will consider it, Latin is no more unknown to a child when he comes into the world than English, and so might he master Latin, too, as Tully did if he had somebody always to talk with him in this language."

Dr. Webbe* insists rightly that "language to be learnt aright must be learnt from clauses regarded as whole, and not from the grammatical study of word by word." Common sense, of course, tells us it is ridiculous to learn rules until you have learnt somewhat of the subject to which they are to be applied; but the fact that Latin teaching was even recently not taught in accordance with the dictates of common sense has caused what is perhaps too sweeping an indictment to be made against grammar teaching in general. In acceptance of what is called "the direct method" of teaching modern languages, this method has been applied to the teaching of Latin as well, and there is no doubt that it can be so taught that a pupil can learn to speak it up to a certain point, as Locke said, provided he be brought up in an atmosphere where Latin is habitually spoken. But there are not many head masters of the Perse school in the kingdom, and Latin is no longer the "freemasonry of learned men." Latin is no longer spoken in the schools, and pidgin-English and Esperanto are claimants for the position of the language of universal communication. My opinion is that it is best to adopt the system advocated by Hoole, in his "New Discovery" (1660).† "The readiest way to the gaining of Latin is to join assiduity of speakers, and reading and writing, and especially double translating, to the rules; for, as the one affordeth us words and phrases, and the other directs us how to order them for a right speech, so the exercise of both will at last beget such a habit in us that we may increase our ability to speak and understand pure Latin, though perhaps the rules of grammar may be forgotten by us."

I think that beginners should be made to get by heart short and easy phrases, and should be made to frame other analogous phrases on the model of those which they have learnt. The exercise should go *pari passu* with the lesson in accordance which these phrases are intended to illustrate, and the teacher should call the attention to the difference between the English and the Latin idioms and explain the words of the phrases learnt, showing their relationships, where such exist, to French or English. I repeat that it is possible, after the rudiments of the language have been mastered, to create for the pupil somewhat of a Latin atmosphere, and this will become even easier when he comes to read interesting extracts illustrating different aspects of Roman life. The great advantage which we possess over the teachers of the Middle Ages is that we know now in a scientific and orderly way the connexion between Latin and the Romance daughters of Rome, and surely it is a pity that this knowledge is not more utilized in our teaching of Latin. It is on this and on the necessity of making the pupil acquainted with all the circumstances under which each passage was written that I wish to insist.

I have not referred to the new interest imparted to the study of the language of the Roman world by the discoveries of the archaeologists and excavators. The museums found in most of our large towns afford abundant *Realien* to enable young scholars to realize more vividly the commonplace objects of Roman life and to help to create for him the Roman atmosphere of which I have spoken. I have to refer with the greatest gratitude to my late colleagues in the Liverpool Institute of Archaeology, who lightened my labours by their illuminating lectures on the classical treasures exhibited in their museums. If every school in the kingdom could be provided with a small museum of its own, as several of our public schools already are, a powerful stimulus would be given to advanced students to continue the researches of their predecessors, and it has been generally found that, when

a demand exists for such aids to learning, local benefactors are generally forthcoming to supply that demand.

It is worth while to note that, as was noticed by Prof. H. Browne at the meeting of the Classical Association, that educational casts and models representing the *Realien* of ancient Roman life—nay, and even of originals—can be procured at small cost and are actually supplied to the museums and schools of Germany, Austria, and the United States. My own Latin classroom at Liverpool University is furnished with admirable busts of Roman emperors and with pictures of Roman scenery and Roman life. These were presented to me for the use of my students by a merchant of the town, and I am sure that there are many other patrons of learning in other colleges who would act in the same spirit towards other educational institutions.

CORRESPONDENCE.

PROF. CRAMB'S "GERMANY AND ENGLAND."

To the Editor of *The Journal of Education*.

SIR,—I think others of your readers besides myself must regret that your October issue gives but one brief note—somewhat in the trenchant style of the old *Saturday Review*—to Prof. Cramb's "Germany and England," instead of one of your reasoned reviews, so judicious and so judicial. I am sure that in such a review *The Journal* would not have dismissed this book as merely "a brilliant pamphlet in favour of conscription" (of which idea, I confess, I can find no trace in the book itself), nor have cited as the only sample given of the lectures an intentional red rag flaunted—no doubt with provocative, but also with stimulating, design—in the eyes of British self-sufficiency. Considering what the book is, it is wonderful it should be so presentable and that the blots and blemishes are so few. As the introduction tells us, "Mr. Cramb did not write his lectures, . . . and no shorthand report of his words exists. What is printed here has been put together from his own partial reconstruction, from scattered indications in his notebooks, and from full notes of the lectures taken by one of his hearers." A book so compiled cannot be judged fairly without constant mental reserves and allowances.

The work is, no doubt, a very conspicuous bit of the current War literature. All the same, that was not its origin nor its intention. When these lectures were delivered, the idea that Germany really hated us and meant to make war upon us at the first good opportunity seemed to the general British public as impossible as it now seems certain. The lectures were desired to be "soul-animating strains"—a counterblast to the teachings in every German lecture-room. They failed, as every other attempt to "wake up Britain" failed. Had they not failed, had British manhood realized in time what a call might be made upon it and consented to a course of "training" (not "conscription"), it need have taken but one month instead of six to provide a voluntary "Kitchener's Army," and we might have been spared the bitter self-reproach of being unable to give Belgium the support we had covenanted till too late to save her from ruin.

These lectures were never finished nor revised; and it is perhaps a pity that a little more editing was not done before they were given to the public. Especially a note here and there seems desirable to point out when the lecturer is stating his own views and when he is merely trying to place the German view before the British reader. All the same, the vivid exposition of the German military spirit and the startling, but scrupulously fair, statement of the teaching of Treitschke and Bernhardt, give the exact presentment of that side needed to enable us to understand how this War could be; and, with the dreadful orchestra of war thundering in our ears, this book seems placed in our hands as the libretto of the awful opera, enabling us to follow it intelligently.—Yours, &c.,

F. W. B.

[We kiss the rod so gently administered, and can only

* See Foster Watson, page 285.

† See Foster Watson, *loc. cit.*, page 271.

plead that we were not reviewing the book, but only recording our general impression. All credit to Prof. Cramb for being wise before the event; but we still maintain that conscription (for which compulsory military training is a euphemism) is the moral of the lectures. Why else is Lord Roberts held up as the saviour of the country, our sole military genius?—ED.]

[Other Correspondence is held over.]

EDUCATION IN THE PERIODICAL PRESS.

- Accountant, Education of the. *Accountant*, September 19.
 Education of a Naval Officer. By Dr. M. E. Sadler. *Manchester Guardian*, October 10.
 Glimpse of School Life at Mons. By J. Quigley. *Queen*, September 26.
 Gown and Khaki. By Douglas Maclean. *Saturday Review*, October 17.
 War and the Universities past and present.
 Library and the Child. *Public Libraries*, October.
 Abstract of an Address by Dr. A. E. Bostwick, at Rochester, New York.
 Music in Secondary Schools. Some interesting opinions on the Board of Education Memorandum. *Music Student*, October.
 Needs of School Children. *Medical Officer*, October 17. Leading article.
 Oxford and Cambridge Schools Examination Board: Examination for Certificates, 1914. *Guardian*, September 17.
 "Higher" and "Lower" and "School" Certificates.
 Recent Developments in School Building. *Architect*, September 25.
 Paper read by Mr. W. B. Fletcher, prepared by Mr. F. S. Biram and himself, at the Royal Sanitary Institute Congress at Blackpool.
 Some Thoughts on the Elementary Teaching of Rhythm. By Sylvia E. Currey. *Music Student*, October.
 Vaccination of School Children. *Medical Officer*, October 17.
 Report of a case, taken from the *Monthly Bulletin* of the New York State Department.
 War and Physical Education of Women. By Beatrice E. Bear. *Gentlewoman*, October 10.

HERE: AND THERE.

SEPTEMBER, 1914.

HERE.

SOFT benediction of September sun;
 Voices of children, laughing as they run;
 Green English lawns, bright flowers and butterflies;
 And over all the blue embracing skies.

THERE.

Tumult, and roaring of the incessant gun;
 Dead men and dying, trenches lost and won;
 Blood, mud, and havoc, bugles, shoutings, cries;
 And over all the blue embracing skies.

F. W. BOURDILLON.

THE BOARD OF EDUCATION'S CIRCULAR 849.—The Association of Head Mistresses desires cordially to welcome the general policy as to Examinations set forth in Circular 849. Head Mistresses are particularly gratified to find that the Circular embodies certain principles for which they have long contended—namely, the simplification in character and in number of examinations in schools; the stress laid on the course of study rather than on the examination test; and the co-operation of teachers. While reserving its right to independent judgment on details, the Association will heartily support the main proposals, and trusts that it may be possible to carry them into effect. The Association desires, however, to state very clearly that it would not wish to see all girls who remain in school beyond the age of sixteen subjected to compulsory examination; nor would it wish to see the Higher Examination made compulsory on older scholars. As already stated, it values the stress laid on the course of education, on training rather than on examination tests.

REVIEWS AND MINOR NOTICES.

The Thinking Hand; or, Practical Education in the Elementary School. By J. G. LEGGE. (8s. 6d. net. Macmillan.)

This book has been written for the general public, and gives an admirable account of the manual work carried on in some of our large city schools. The author evidently thinks that the pathological side of education has received more than its fair share of attention lately, and he claims that, for the real welfare of the child, we must have co-operation between doctor, teacher, and parent. The cant and dullness of official educational literature receive rather drastic treatment, and the three main charges brought against the advocates of manual instruction in elementary schools are very quickly disposed of. The great educators—Pestalozzi, Froebel, Montessori, "for the realization of their ideals . . . come back to the work of the hands." Manual training is something much more important than "the weekly turn nicely calculated to earn the Government grant." The suggestion that the boys should have a "turn" in the domestic centres, and that the girls should learn to hammer and nail in the boys' workshop is excellent, and is carried out in smaller schools, where the practical difficulties are not so great.

Amongst the virtues claimed for manual work are that it is self-corrective; that it makes children observant, precise, honest, and self-reliant. We owe Mr. Legge a deep debt of gratitude for reminding us so charmingly of Fourier's "Dream." This chapter alone is well worth reading, though the "Plain Facts" of the following chapter seem somewhat of a descent from the heights.

In the Schemes of Work it is good to find an "Alternative Scheme of Cookery for Schools in Poor Neighbourhoods." One of the most marked advances in education in elementary schools to-day lies in the more thoughtful adaptation of the work to the needs of the district. "The work of the centre should be in accord with the home environment" (page 75). Yet it is not so very many years ago since the writer of this review protested to the Board of Education that the same scheme of cookery lessons served for Deptford, where poor children ran home from school to buy a penny herring or a pennyworth of "leavings" for dinner, and for Plumstead, where were the homes of well-to-do artisans!

To teach the children of the very poor to flavour puddings with vanilla was no uncommon thing in those days, and it is cheering to find how far we have progressed since then. Another hopeful sign is the effort now being made to continue manual work through all standards and to connect it closely with the other work of the school. The "communal" work suggested by the author has great advantages. Much might be done in this way in town schools, in connexion with pageantry, *fête* days, &c.; in country schools, in the planning of gardens and paths, the making of gates or trellis work or cricket pavilions and even of chicken-houses and pigsties. The models suggested on page 91 are good, but all children should have opportunities for making *real* things as well.

Illustrations of the work carried on in the schools form a large part of the book and are most interesting. But *must* children in large schools still sit in rows, doing the same thing at the same time? And where are the school doctors, who allow little children to damage their eyesight, as they are so evidently doing in some of the illustrations? Which last remark brings us back to the point from which the author started—the necessity for co-operation between doctor, teacher, and parent.

Roman Ideas of Deity in the Last Century before the Christian Era. By W. WARDE FOWLER. (5s. net. Macmillan.)

These six lectures, delivered at Oxford for the Common University Fund, serve as an appendix to Mr. Warde Fowler's masterly work on "The Religious Experience of the Roman People." Mr. Fowler presents the rare combination of wide and profound learning with the gift of popular exposition.

The subject is exceedingly complex, and, as the author frankly confesses, admits only of a conjectural and approximate solution. "Roman" is interpreted in the strictest sense of the word, and, before we can discover what were the genuine native beliefs of the Roman people in the first century B.C., we have first to eliminate the foreign elements of Greek mythology and philosophy, and this means that we must set aside or use with the greatest caution our chief sources of information—the Augustan poets and philosophic writers like Cicero, who are content, for the most part, to expound the doctrines of their Greek masters. The only sure foundations on which to build are the fragments of ritual and public formulae preserved in histories and public records, the traces of primitive observances enshrined in antiquarian poets like Virgil, and, lastly, the "Corpus Inscriptionum." The conclusion reached is that the most primitive and most deeply rooted of Roman beliefs was the sanctity or spirituality of the home. An Englishman's house is his castle; a Roman's house was his temple or altar, and what the *Lares* were to the family, that the *genius* was to the individual—a most elusive word ranging in meaning from the Socratic *daemon* to the vulgar use in *indulge genio*, "have a good time of it." Though neither of these beliefs quite rose to our idea of Deity, yet undoubtedly they exercised an elevating effect on life and conduct and helped to generate and sustain Roman *virtus* and Roman *pietas*.

We cannot follow Dr. Fowler in his argument that monotheism was an earlier stage of humanity and polytheism a corruption or degradation. It may be true that among savages and primitive races we find the sense of a "something not ourselves"—a "Mumbo-Jumbo worshipped in the Mountains of the Moon," a Setebos, a mysterious power or entity without form or substance, and that the differentiation and crystallization of this instinctive sentiment such as we see in the Homeric mythology was of later date, but we can find no traces of this primitive religion, if such it may be called, in Latin literature. The Jupiter who absorbed and survived the other Olympian deities, the "Jupiter est quodcumque vides, quodcumque moveris" of Lucan, whose influence in the direction of monotheism is so well traced in the second lecture, has nothing in common with fetish worship.

For Dr. Fowler's exposition of hero worship ("man worship" he calls it) and its special development at Rome in the Apotheosis of the Emperors, we must be content to refer our readers to the volume itself. He is careful to distinguish State religion from the popular creed. The cultured Roman, like Gibbon's magistrate, maintained religion as an indispensable policeman, and Ovid exactly expressed his view in the often quoted line, "Expedit esse deos, et, ut expedit, esse putemus," and the gods of Olympus served the poets as poetical machinery, like the fairies of "Midsummer Night's Dream" or the sylphs in "The Rape of the Lock." We venture to think that the cult of the Caesars began earlier and had taken deeper root than Dr. Fowler will allow. The child of the Messianic Eclogue is born, so to speak, in the God-head, and Nature recognizes his Divinity. The pious farmer of Horace, "Laribus tuum miscet numen [the name of Augustus] et alteris te mensis adhibet deum." Nor can we accept *bibes* as a certain emendation in the line "Purpureo bibit ore nectar." Is not this, too, a "proleptic anticipation"?

The notes give full references to ancient and modern authorities. We wish, however, that Dr. Fowler had made the few alterations necessary to turn the lectures into essays.

The Conduct of Life, and Other Addresses. By Viscount HALDANE. (2s. 6d. Murray.)

The title is unfortunate, in so far as it inevitably reminds us of the proverbial philosophy of a late noble lord, but it would not be easy to suggest one that would cover the subjects of these four remarkable addresses; and we have only to open the volume to discover that there is nothing here of the trite or commonplace. The title Address delivered to the students of Edinburgh has, indeed, much of old-world wisdom, but it has the savour of personality. It sums up the lessons learnt

in the course of a long and varied life, and the chief lesson is to expel betimes "der hässliche Tyran das Ich." Most will turn to the last Address on "Higher Nationality," delivered before the American Bar Association in the autumn of 1913. We quoted lately an unfortunate remark of Lord Haldane, made in the spring of this year, to the effect that from Germany in war we had nothing to fear; it was as our rival in industry and commerce that she was formidable. He would now have expressed himself differently, but the War, so far from disproving, has rather emphasized the ideal here expounded of a higher nationality. Lord Haldane is no visionary, and he cannot foresee, like Mr. Norman Angell, any reign of universal peace. But he does contemplate an extension of that unwritten law of conduct that now governs societies and communities. It is unfortunate that there is no word in English to express this (the Latin *mores* comes very near it), and we have to resort to the German *Sittlichkeit*. *Corruptio optimi fit pessima*; witness German *Kultur*. Notwithstanding, there is between Great Britain, Canada, and the United States a community of sentiment on questions of right and wrong—a common conscience, as it were. This sentiment, which every year strengthens, may, without written treaties or alliances, bind together a group of nations as firmly as it now does societies or countrymen of a single nation, so that a war between them will be inconceivable; and we may add, though Lord Haldane does not go so far, they may be led to take common action against an aggressor who violates the *jus gentium*. Of Lord Haldane's inaugural address as Chancellor of the University of Bristol in 1912 we spoke at the time, and need only add that it is a *κρῖμα ἐς αἰεὶ* worthy to rank with J. A. Newman's "Idea of a University" and J. S. Mill's Address at St. Andrews.

"Truth in History" discusses the burning question whether history is a science or an art, and concludes that it is both. One sentence is typical: "If, a hundred of years after this, an historian, desiring to describe the relations between Great Britain and Germany, or between the former country and France, in the commencement of the twentieth century, were to confine himself to the State papers of particular years, he would be misled."

We have noticed some misprints—two in the French quoted on page 35.

(1) *Highways and Byways in Lincolnshire.* By W. F. RAWNSLEY. With Illustrations by FREDERICK L. GRIGGS. (2) *Highways and Byways in Shakespeare's Country.* By W. H. HUTTON. With Illustrations by EDMUND H. NEW. (Each 5s. net. Macmillan.)

(1) The first of these volumes might well have been entitled "Tennyson's County," for, assuredly, the chief interest in Lincolnshire attaches to his name. Mr. Rawnsley, however, devotes almost as many pages to "a mute, inglorious Milton," the Shepherd of the Lonely Field, as to Tennyson. So thoroughly has the early home of Lincolnshire's poet been explored that it is not surprising, if disappointing, to find nothing that may not be read in the "Life" or in monographs. Of Louth Grammar School nothing but the names of two or three distinguished pupils is given. It is not clear whether the description of the Orbilius, on page 344, refers to the Head Master or to Dr. Tennyson. It serves for a peg on which to hang the author's experiences of Thring at Up-pingham and a story of the Duke of Wellington at Eton. We should like to know which were the "four hamlets" whose voices Tennyson so fondly recalled. An appreciation of the various editions of the poems is indeed a Byway.

(2) Archdeacon Hutton's work is of very different calibre. It has been on the stocks, so he tells us, for the last four years, and he has known Warwickshire intimately for the last forty. He is distinguished no less as an antiquary than as a historian. The literature about Shakespeare is in inverse proportion to our knowledge, and it might seem as hopeless, as in the case of Tennyson, to find even a stray feather in the happy hunting ground; but the Archdeacon has examined on the spot all he writes about and presents places and monuments in a new light. Thus, a visit to Charlecote shows him

how little foundation there is for the poaching story. Here is the inscription over Anne Shakespeare, which is new to us :

Vbera, tu mater, lac vitamq. dedisti,
Vae mihi : pro tanto munere saxa dabo
Quam mallet amoveat lapidem, Angel' ore'.
Exeat Christi Corpus imago tua
Sed nihil vota valent, venias cito Christe, resurget
Clausa licet tumulo mater, et astra petet.

The first and fourth lines are easy to emend, but the third gravels us. Perhaps some of our readers will be able to solve the puzzle. The index gives some hundred references to Shakespeare, his family, and connexions. We cannot help contrasting the character of Dr. Parr with that of the Wesley family in the companion volume. The scenes for illustration in both books are well chosen. If we may venture to criticize, Mr. New's drawings are neat and elaborate, architectural rather than artistic, and leaving nothing to the imagination. Mr. Griggs's sketches show much more poetry and feeling. Their only defect is that they are generally too even in tone, so that the distance is not thrown back as it should be.

Bannockburn. By J. E. MORRIS. (Cambridge University Press.)

We welcome another volume from the pen of the only assistant master (we think we are right in putting it so precisely) who has ever won distinction in the field of history. Mr. Morris's monograph on Bannockburn will add to the reputation which his "Welsh Wars of Edward I" won for him. It shows a rare combination of the vivacity of the story-teller and the patient research of the dry-as-dust. Not that we think he has established all the theories which he puts forward. He has indeed demolished the legend of the army of 100,000 English, but that is merely slaying the slain. He has further made it clear that Sir James Ramsay's view that the Scots were drawn up in circular formation is untenable, for no body of troops can march in such a formation, and if there is one thing clear about the battle, it is that the Scots advanced to the attack. But we do not think that he has proved his point about the site of the battle. His theory that the fight took place on the Carse—that is, the low ground near the junction of the Bannock and the Forth—can hardly be reconciled with the plain statement of Gray, our best authority, that the defeated English Cavalry fell back into the Bannock, and that of the *Lavercest Chronicle*, probably on second best authority, that before the battle the English had to cross a great ditch called the "Bannockburne." Nor can we find any authority for his view that the "battles" of the Scots advanced *en échelon*, the chroniclers' expressions being "in a line" and "two marching abreast." The story of the pits is rejected by our author, and certainly there is not much authority for it. The part played by the English archers remains a mystery; all that can certainly be known is that it was very small, owing either to Edward I's bad generalship or the headstrong impetuosity of the English knights; the battle was in the main a struggle between a solid body of pikemen and a disorderly mass of feudal cavalry, in which the latter came off very badly. A tribute of praise is due to the Cambridge Press for the beautiful typography which enhances the pleasure of reading an eminently readable volume.

The Industrial Training of the Boy. By W. A. MCKEEVER. (2s. net. Macmillan.)

Prof. McKeever is Professor of Child Welfare in the University of Kansas, and has written other books on the training of boys and girls, which are all marked by a certain practical common sense, combined with idealistic tendencies. He sees a movement in the social order, especially of America, towards the raising of common industry into something cultural and spiritual, and he advocates that every boy and girl, of whatever class, should be trained in one of the industries as part of their school discipline. This is not necessarily in order to gain a living, though he believes that "self-support may be regarded as a necessary and happy incident of every forceful, rightly developed personality," but in order that life and character may become the best. For this purpose teachers and parents should confer, that each may profit. A

sketch of a boy's career from infancy onwards provides interesting reading, and some of the methods described could with advantage be followed in England. Prof. McKeever regards vacation tasks as essential to a boy's healthy growth, and he advises that each lad should have definite employment during the holidays, under the parents' supervision, but not necessarily at home. Thus, he gives instances of boys who tended cows or worked on farms; of others who delivered papers or raised vegetables, &c. The book is well worth careful perusal, and the bibliography of American books is excellent.

An Introduction to Logic. By L. J. RUSSELL. (2s. 6d. net. Macmillan.)

Mr. Russell gives the sub-title "From the Standpoint of Education" to his volume; but this appears to be too large a claim for it. Such a treatise would deal far more extensively with the principles of education and the psychology of the child mind than the author attempts. The applications of his subject-matter to the process of educating are not sufficiently numerous or enlightening. But, as a primer of logic, the book fulfils all requirements, though it does not go beyond the scholastic conception of the subject. In one sentence, however, the author indicates that he realizes "that formal logic does not claim to discuss the whole nature of reasoning," and he acknowledges that it does not "adequately represent the living processes of thought." We venture to assert it is in this direction that work needs to be done in the realm of logic instead of along the lines of the medieval formalities. Especially is this the case with regard to the connexion between education and reasoning. The exercises given require thought, since they bear only indirectly on the preceding chapters, and the various lists of books recommended cover a wide field.

The Foundations of International Polity. By NORMAN ANGELL. (Heinemann.)

Mr. Norman Angell has taken notice of the criticisms levelled at his thesis in "The Great Illusion," and in this new book, which consists mainly of addresses delivered to various important bodies, he faces and answers the detractors of his theory. He introduces the argument that material well-being and morality are not opposed, and the moral factor does not cancel the economic in the consideration of national policy. He attempts to prove that the ideas at present shaping the conduct of European States are erroneous and at variance with the facts. Co-operation between nations has become essential for the very life of their peoples, through the dependence between one another for sustenance, and through the decline in the effectiveness of physical force. The political and economic boundaries of countries no longer coincide, and this must be recognized by political authorities, and the habit of "thinking in States" must gradually be superseded by one that realizes the true interdependence of all States. But this cannot be done without more thoroughness of attention than is usually given to politics, and a clearer understanding of what is meant by social forces. Mr. Angell remarks: "Most governments are to-day framed far more as instruments for the exercise of physical force than as instruments of social management." The fundamental assumption of the militant philosophy is that war comes upon us, that it does not appear, nor can it be prevented, by intelligent volition, a doctrine which the author classes not only as anti-social, but anti-human, and fatal to better international relations. To this philosophy he opposes another: "that in man there is that which sets him apart from plants and animals, which gives him control of and responsibility for his social acts—which makes him master of his social destiny if he but will it; that by virtue of the forces of his mind he may go forward to the completer conquest, not merely of nature, but of himself, and thereby, and by that alone, redeem human association from the evils that burden it." It is hardly fair for the reviewer, wise after the event, to prick this iridescent bubble that Mr. Angell has blown. What he has failed to see is that men are governed not by logic but by sentiment, that the highest culture is no safeguard against passion, that the most pacific nation must arm itself if it is to keep its goods in peace, and that so long as there is one great nation in the barbarous stage still adhering to "the good old rule" of robbery, there can be no general disarmament.

The Main Springs of Russia. By MAURICE BARING. (2s. net. Nelson.)

This book is very opportune. After a century of antagonism more or less pronounced, we find ourselves again, as in 1814, fighting with the Russians as our allies against a power which seeks to dominate Europe. We are pledged to one another not to make a separate peace, but to stand or fall together; and it concerns us to know what the Russians are like. No one is better able than Mr. Baring to give us a vivid and sympathetic picture of them. His object in writing this book is to make us better acquainted with them, believing that "between the Russian and the English peoples there are curious possibilities of sympathy, curious analogies, and still more curious differences which complement one another." He

deliberately passes by some important factors of Russian life, such as commerce and industry, the army and navy, and the Jewish question. This enables him to deal more fully with other factors—the peasants, the nobility, the professional classes, and the machinery of government. Nobility, as he points out, has a special meaning in Russia; it is, broadly, officialdom past or present. Peter the Great and Catherine II turned the country into a bureaucracy such as exists nowhere else; and the work of political reform is to recover for the people some share of self-government. The official class resists, and when concessions are made it tries to reduce them to a dead letter. Nevertheless there has been progress of late. There is a great movement towards better education, which receives Government support, but is marred by the meddling of reactionary officials.

The Iliad of Homer. Translated into English Prose by E. H. BLAKENEY. Vol. II: Books XIII–XXIV. (3s. 6d. G. Bell.)

In a graceful preface, dated Granada, reminding us (*longo intervallo*) of Gibbon's *envoi* to the "Decline and Fall," Mr. Blakeney introduces this translation, which has occupied all his leisure hours for the last seven years. He leaves it to others to compare it with the works of his predecessors, and we must be content to say that it will undoubtedly supersede the earlier version in "Bohn's Classical Library." He has taken for his model the Authorized Version of the Old Testament as (to us) "archaistic without preciousness, old-fashioned though without affectation," and he has succeeded in producing a smooth and not unrhymical prose narrative, at once faithful to the original and intelligible to readers who know no Greek. The notes at the foot of the page are discursive, and consist mostly of apt literary parallels from Virgil, Milton, Scott, and the Bible. Mr. Blakeney invites corrections, and we have drawn by a *sors Homérica* the famous passage in Book XVI on the death of Sarpedon: "He washed him in the river stream and anointed him with sweet unguent and wrapt him in ambrosial vestures; and gave him the twin gods, Sleep and Death, for swift escort, who speedily set him down in broad Lukië's pleasant land." Read "with waters from the river," and "sweet unguent" for "ambrosia" is a weak and needless paraphrase. Much of the beauty is lost by not preserving the order of the Greek: "and delivered him to swift pursuivants to bear, Death and Sleep the twins; these will quickly set him in *Lycia*, that broad and happy land." "Lukië" is to us a terrible eyesore. To be consistent, Mr. Blakeney should have written "Apollon" and "Troës in Lukioi."

Matriculation Latin Course. By B. J. HAYES and A. J. F. COLLINS. (4s. 6d. Clive.)

This course is well adapted for its purpose, and will furnish the matriculant with a *quantum suff.* of Latin. We should be slow, however, to recommend it for general use in schools. Grammar occupies 266 pages, and translations (unseen) and exercises 73 pages. The exercises, moreover, are not based on the Latin extracts, but consist of independent and disconnected sentences. This proves to us that the examination itself needs reforming. Instead of sentences a passage of continuous prose should be set, as in Oxford Responsions, or else a free composition.

The Essentials of French Grammar. By C. W. BELL. (2s. Harrap.)

Most teachers have wished at some time or other that they could compile and use their own textbooks, but in most cases the Fates, in the shape of head masters or lack of time, block the way. Mr. Bell has had the good fortune to test this grammar for six years at the King's School, Canterbury, before presenting it in its present shape to the public. The experience thus gained has enabled him to supply some deficiencies in the popular school grammars; to treat, for instance, more fully the relative and demonstrative pronouns and the uses of prepositions. Mr. Kirkman has by anticipation taken up the bold challenge launched at the reformers, and here we need only enter a mild protest against the old list of exceptions, *e.g. cals, poux, baux*. These are all in large type, and therefore intended to be "elementary." It is a pity, too, that what we may now call the authorized grammatical terminology has not been followed.

(1) *La Souris Blanche.* By HÉGÉSIPPE MOREAU. Edited by MARC CEPII. (2) *La Canne de Jonc.* Adapted and edited by THOMAS KEEN. (Each 1s. Bell.)

(1) A prettily told story of the Dauphin's imprisonment in the Castle of Plessis-lez-Tours, where his pet mouse is converted into a fairy. The notes are perfunctory, and instead of tags of grammar we want explanations of *lez* in the name and of *Amphitryon*. (2) This, perhaps the best known of the three stories in De Vigny's "Servitude et Grandeur Militaires," is here somewhat abbreviated, and the notes are in the form of a glossary, partly English and partly French. This seems to us a happy compromise. Thus for *lueur, lumière faible* is adequate; but *canne de jonc*, "Malacca cane," would need in French a lengthy definition.

Second Year Direct French Course. By G. A. ROBERTS and H. J. CHAYTOR. (2s. Clive.)

The course consists of the life of a French boy, first at a primary school, then at a *lycée*, told in short chapters, with a visit to Paris, and accounts of the Law Courts, the Post Office, &c., interspersed. Following each chapter are sentences for retranslation, questions and exercises. The short French grammar in French is excellent, giving all the essentials, and nothing more. The Course, with a competent teacher, should ensure a mastery of the elements of French. Our only criticism is that Henri shows no trace of French *esprit*.

Steps to the Writing of French Free Composition. By M. L. HART and HARDRESS O'GRADY. (9d. Blackie.)

The scheme of this manual is a Reader composed partly of suitable extracts, partly of compositions written *ad hoc*. These serve both for questions grammatical and semantic, and also as material and models for similar compositions. In the first half of the book the pupil is required to rewrite the passage with a change of gender, number, or tense. In the second he has to change indirect speech into direct, verse into prose, and to compose fables, &c., in imitation of the model. The plan is well carried out, and Mr. O'Grady proves himself a no less competent teacher of French than of English composition. To pick out all the hard words and ask for an explanation might well have been left to the teacher.

A Grammar of the German Language. By ERNEST CLASSEN. (Longmans.)

This grammar is frankly Old Style, and to adherents of the *ancien régime* it may be commended as thorough and well printed. The author does not indicate how he means it to be used. Thus, in the first chapter, the lists of irregular genders (all in the same type) occupy seven pages. "In the exercises an effort has been made to make all the sentences bear on a central theme." What is the central theme in Exercise 6?—"The coachman's hands are very large. The admiral's son reads three novels every week. Crocodiles have large teeth."

German Grammar. By G. H. CLARKE and C. J. MURRAY. Second Edition. (5s. Cambridge University Press.)

This admirable German grammar for higher forms has been revised in the second edition, and a few oversights have been corrected.

Willkommen in Cambridge, third enlarged edition, by KARL BREUL (1s. 6d. net, Cambridge University Press), gives full and up-to-date information on all that a German *Gast* is likely to require. No man has laboured more strenuously than Prof. Breul to promote a cordial understanding between his native and his adopted fatherland, and it is the "cursed spite" of the times that his invitation will appear for the moment a mockery. We would, however, commend the pamphlet to American and English students as the best pocket guide we know to the University, its history, libraries, and other institutions. It tells the inquirer where he will find answers to all the questions he is likely to ask.

"Britain and her Neighbours."—Book V, 1485 to 1688: *The New Liberty*. Book VI, from 1688: *The Modern World*. (1s. 8d. each. Blackie.)

A good feature of this historical series is the provision of certain leading incidents and great figures in the history beyond our shores. These are, wherever possible, connected with English history, and thus the pupils' imaginations are directed to other nations, and a far truer conception of their own country's position and achievements is obtained. The method of telling the story is, however, unchanged, and concentrates on battles and kings; but could some account of social conditions have been included the value of the books would have been much enhanced. Book VI contains this element to a certain extent in its chapters on the Industrial Revolution, the Reform Bills, and the Heroes of Peace. The tendency of to-day is inclining towards the account of the people in general, and the history of the future must bestow attention on this important aspect. The illustrations, consisting of reproductions of famous paintings as well as smaller sketches, are particularly good, and the maps and charts useful.

A Source-book of London History. Edited by P. MEADOWS. (1s. 6d. net. Bell.)

Books of this kind should be the indispensable companions of all history textbooks, for they give a reality to the meaning of a nation's story that no other material or method can give. From the earliest times to the end of the eighteenth century are here dealt with by extracts from not only documents and charters, but also contemporary descriptions, sermons, and chronicles. Each set of extracts is preceded by an introductory paragraph giving the necessary historical details, and comparisons between different periods are suggested. In this way Mr. Meadows has made the volume very helpful to young students. To illustrate the variety of material we may mention the various charters of William I,

Henry I, John, &c.; a letter from Edward III after the Battle of Crécy admonishing the youth of London to become properly trained in the use of the bow and arrow; one of Lydgate's poems; regulations concerning strangers in London in 1485; a view of London written by a German traveller in 1600; the complaint of Evelyn against London smoke (!); the postal arrangements of 1681, wherein it is claimed with pride that in five days an answer can be obtained from three hundred miles away at a cost of 6d. if each side sent one sheet; and the book closes with an account of London's trade in 1791. The editor hopes that the chronological arrangement and the selection of passages dealing with events and circumstances that have a definite importance to the City will make his volume more than a collection of historical scraps. We can assure him that a vivid picture of the growth of London and the surroundings of its citizens can be obtained by students who use his book when they read history.

Heroes of Exploration. By A. J. KER and C. H. CLEAVER.
(1s. 6d. Blackie.)

There is good method in the arrangement and choice of the personages discussed in this volume; the series is chronological, and all parts of the world are covered in the travels recorded. The hardships and braveries of explorers, from Pizarro to Captain Scott, are recounted in a straightforward manner, though not always with imagination. The paragraphs descriptive of the highway formed by the St. Lawrence in the account of Cartier are some of the best, and had this been typical of all the book our praise would have been unstinted. But too often the narrative is a mere relation of facts, and of such volumes there is already a surfeit. However, an adequate idea is obtained of the main features in the history of exploration and of the sacrifices it has entailed.

Germany and the Present Day. A Short History. By A. W. HOLLAND. (2s. net. Murby.)

It is perhaps an advantage that this second and revised edition appeared before the War broke out. History sees things in perspective, and the War is apt to magnify the foreground and distort the vision of the past. Mr. Holland has written a brief and impartial history of Germany, and it hardly needed the Foreword of Mr. Norman Angell to correct our anti-German prejudices. By his statement of the German case, put into the mouth of a German friend, a travesty of past history and a gross slander on England, Mr. Norman Angell provokes an angry retort, which is the last thing the author would desire. If, as is probable, a third edition is called for, we would suggest that the Foreword be omitted and a table of dates substituted.

"The World's Romances."—*Dante and Beatrice and Aucassin and Nicolette.* Retold from the Old Chronicles by W. E. SPARKES. (2s. 6d. Nelson.)

The object of compiling these two romances is not obvious; the one is a narrative of mystic love and suprasensual passion, the other a pastoral idyll. "Old Chronicles," too, is a strange designation of the "Vita Nuova" and the twelfth century "Fabliau," which are, of course, the only two available sources. Mr. Andrew Lang's translation of the latter is deservedly praised, but the more faithful version in Mr. F. W. Bourdillon's scholarly edition assuredly deserved a mention.

British Sailor Heroes. Series II. (Heinemann.)

We are glad to see these lives of "Admirals All," from Boscawen to Nelson, first published in 1899, now included in the "Hero Readers Series." For the accuracy of the history the name of the editor, Sir J. Knox Laughton, is a guarantee, but we must enter a protest against the slipshod English that he has allowed to pass. One sentence may serve as a sample: "Arriving at this point, and making it quite clear that there were plenty of friends who omitted nothing to make the early steps of the naval career easy and assured, a word is wanting on the question of pennilessness."

Economics for Commercial Students. By ALBERT CREW.
(3s. 6d. net. Jordan.)

A brief political economy, drawn up in paragraphs with black type headlines. At the end of each chapter are questions, and an appendix gives hints for answers. The teaching is clear and impartial, and on burning questions such as Tariff Reform, Trade Unions, Nationalization of Railways, the arguments on both sides are stated. The work has been brought well up to date, and there is a page on the Moratorium.

A First School Calculus. By R. WYKE BAYLISS, M.A.
(4s. 6d. E. Arnold.)

Suitable for use in schools owing to the method adopted, which is largely that of questions in sequence, the answers being at the end of the book and occupying over one-third of the pages. Incidentally one may suggest the advisability of publishing an edition without these answers. There are three parts, the third

containing only ten pages. The first part deals with differentiation and one of the chief points worth mention is an ingenious and at the same time intelligible method of dealing with the exponential and logarithmic functions without using higher algebra. The presentation is clear and the questions well graded. No stress is laid upon results. The second part is concerned with integration and the two parts can be taken concurrently by those teachers who wish to do so. The third part is on Taylor's Theorem. While understanding the temptation to include these few pages, it seems unsound, in our opinion, to introduce this theorem until the question of convergency has been discussed.

Plane Geometry. By A. W. H. THOMPSON, B.A.
(7s. net. Cambridge University Press.)

A new analysis of plane geometry, finite and differential, containing 112 pages of very condensed material, in the nature of a memoir, and presupposing a high degree of mathematical training on the part of its readers. Using the author's terms, there are two ways of regarding geometry. One is by sight or figure and the other by a symbolic representation of the figure. It is the second method that is used here. One advantage of the new method is its automatic treatment of sign, leading for instance to a new treatment of the trigonometric functions. There is a large collection of exercise examples, most of them leading to new and in some cases interesting results.

"Blackie's Experimental Arithmetics."—*Teacher's Guide to Book VII.* (1s. 6d. Blackie.)

The Guide supplies on the opposite page to each exercise either the model working of a sum, or hints for working, or cautions against pitfalls. These are excellent, but we hope some caution is taken against the book falling into the hand of pupils.

The London Matriculation Directory (No. 68, September, 1914).
(1s. W. B. Clive.)

The University Correspondence College continues to prosper under the direction of its capable Principal and distinguished staff of tutors. Of the Matriculation candidates who passed in the last academic year, 335 were U.C.C. students, and of the 114 B.A. Honours gained in 1913 the College claims 78. The Directory gives fourteen of the papers set last September, with solutions of nine. These, in particular the Science solutions, are very helpful. We do not see the use of giving answers that may be found in any grammar. In the Latin sentences *haud scio an* does not mean "I am in doubt," and, in No. 8, for *possis* read *poteris*. Attention is called to misprints more numerous than should be found in University examination papers.

Wild Flowers as they Grow. By H. ESSENHIGH CORKE and G. CLARKE NUTTALL. Sixth Series and Seventh Series.
(Each 5s. net. Cassell.)

In reviewing the earlier series we have called attention to Mr. Essenhigh Corke's work as among the best samples we know of coloured photography. In the two latest series we may select as specially effective a beautiful Spring Gentian, Butterfly Orchis, Stinging Nettle, Henbane, Sea Holly, Pasque Flower, Green Hellebore. Mr. Nuttall supplies a pleasant running commentary, partly technical, calling attention to fertilization, arrangement and uses of parts, &c., and partly plant lore derived from the old herbals and similar sources. Thus, an unnamed author about the middle of the seventeenth century records that the meadow saxifrage may be found "on the back side of Grayes Inne, where Mr. Lambe's conduit head standeth." We can discover no principle in the selection of the flowers, or the order in which they are arranged. Some are common weeds, and some among the rarest in the British flora. Though not suitable for textbooks, they should find a place in school libraries as books of reference.

"Perse Playbooks."—No. 2, *Poems and Ballads.* No. 3, *Dramatic Work.* By BOYS OF THE PERSE SCHOOL. (1s. each. Heffer.)

There are unquestionably some boys at the Perse School who can write very pretty verses. The best of the poems are, perhaps, the ballads, some of which have the real ballad ring. This fact will be of interest to those who hold that the intellectual development of the individual follows in broad outline the intellectual development of the race. Mr. Caldwell Cook, the editor of the Playbooks, is a genuine enthusiast, who evidently has the gift of stimulating whatever creative gift a boy possesses. His introductions should be read and pondered by teachers who believe in the educative value of self-expression. He holds that 70 per cent. of schoolboys between ten and fourteen can write creditable poetry if they are given the chance. His remarks on the nature of the childish poetic faculty are especially valuable. Of the two dramatic pieces, "Thor's Hammer," written by boys in Form IIIB, is the more attractive. "The Cottage on the Moor" is ostensibly a historical piece—presumably one of the pieces of which Dr. Rouse is thinking when, in

the Foreword, he says that history can be learnt by acting it; but in reality it contains only a trace of history. There is a rather pompous list of the "Perse Players," with the names of five distinguished actors and literary men as honorary members. Surely children can act plays without flummery of this kind. It is also a nice point whether it is good for boys of twelve years of age to see the admiration of the world demanded for their little productions, however good they are.

A Garden of Girls. By MRS. THOMAS CONCANNON, M.A. (3s. 6d. Longmans.)

"I offer this little book, which aims at a reconstruction as faithful and accurate as careful research could achieve, of the *real* school-life and education of *real* little girls in many ages and in many lands to all those interested in the education of Irish girls of to-day—the women of a great and splendid to-morrow." This is the author's dedication, and we congratulate her on the way she has fulfilled her task. The nine flowers in her garden are very fresh and charming. There are Darlugdacha (a schoolgirl of St. Brigid) St. Elizabeth, Cecilia Gonzala, Margaret More, Marie Jeanne d'Aumale, two schoolgirl diarists of the eighteenth century (Hélène Massalski and Anna Green Winslow), Pamela (Lady Edward Fitzgerald), and Marjorie Fleming. The stories are delightfully told, and deserve better printing and binding than has fallen to their share.

Piers Plouman Histories. Junior Book VII. By E. H. SPALDING and PHYLLIS WRAGGE. (2s. G. Philip.)

This is the concluding volume of the series, carrying the story from 1485 to the present year of grace, and we congratulate Miss Spalding on accomplishing a task that needed sound judgment and understanding of the mind of a child. In a previous notice we explained the plan of the series and commended the illustrations, drawn mainly from contemporary sources. The nearer we approach the present the harder becomes the work of selection. The authors have wisely abandoned the temptation to aim at completeness, and have omitted whole provinces—for instance, Ireland and India. The style is plain, and there is no attempt at word painting; in fact, we should have liked a little more colour. It is the personal traits, the historical *mots*, the epigrams, that stick in a child's memory.

The Country's Call. A Short Selection of Patriotic Verse.

By E. B. and MARIE SARGANT. (2d. Macmillan.)

The editors have been fortunate in obtaining the permission of publishers to include many copyright poems. Lionel Johnson, Edmund Garrett, and Brunton Stephens are names so far unknown to the anthologist, and Browning's "Soldiers All" will be new to many. We wish that, in place of "Rule Britannia," as faulty in sentiment as in grammar, room had been found for one poem of Tennyson's.

The "A. L." Welcome Readers.—Book I to Book V. (From 6d. to 10d.)

The popular "A. L." Bright Story Readers have been continued, several in a volume, strongly bound in cloth. The tales and narratives are graduated so as to cover the ages of five to thirteen. The selection is good, and the printing is all that can be desired.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Such news as trickles through from France is mostly coloured with war. The ordinarily peaceful *Bulletin administratif* of the Ministry of Public Instruction publishes new laws relating to the cumulation of military pay with civil salary during service with the colours and to the allowances for families whilst the supporters are in the field—1 fr. 25 c. with an addition of 50 c. for each child under sixteen years of age. The personal news gains peculiar interest. Thus the *Bulletin* reports that M. Gérardin has been appointed *professeur d'histoire et lettres* at the *collège* of Verdun, and will enter on his duties after the long holidays. About the time when M. Gérardin should be mounting the cathedra, we read a German official statement: "Verdun has been successfully bombarded." Teachers, like booklets, have their fates.

We gave recently an illustration of the fees for attendance of a boys' secondary school in France. Let us turn to the girls. A new *lycée national de jeunes filles* has been established at Caen (Calvados), and was to have been opened on October 1. It is situated in the Rue Pasteur on land formerly belonging to a now dissolved con-

gregation of Ursulines. Both day pupils and boarders will be received, the scale of payments to be made being fixed thus:

Classes.	Externat simple.	Externat surveillé.	Demi-pension.	Pension.
Secondary classes:				
{ 1st period	162 f.	216 f.	270 f.	576 f.
{ 2nd period	135	189	270	576
Primary classes:				
1st and 2nd year ...	90	135	252	522
Infants' class	63	108	252	522

The figures differ somewhat according to local conditions. A similar *lycée*—France is looking after the girls—has been established at Limoges (Haute-Vienne), where the scale of payments will be as follows:—

Classes.	Externat simple.	Externat surveillé.	Demi-pension.	Pension.
Secondary education:				
{ Higher period	126 f.	180 f.	378 f.	684 f.
{ Lower period	108	162	360	666
Primary classes	72	126	315	594
Infants' class	54	99	288	558

A big French girl preparing herself in a *lycée* for the *baccalauréat* would cost her parents for school fees, on an average, if a day pupil, £6 or £7; if a boarder, from £24 to £30; and some of the new boarding houses are handsomely equipped. Young girls, it will be seen, cost much less.

The armies that are fighting for the safety of France include

Education to go on. twenty-five thousand *membres de l'enseignement public*, or State teachers. The *recteurs d'académie* are bidden, in co-operation with the

Inspectors, to keep lists of those who distinguish themselves and of those who fall, dead or wounded, on the field of battle. In this way is to be compiled a Golden Book of academic heroes. Besides the teachers who have obeyed the call to arms many others, not liable to service, have offered themselves for posts of action. Schools have opened their doors to receive the wounded. Some examinations have necessarily been postponed. But the work of education is to be continued with all possible energy. Temporary buildings are being rented where the schools have been turned into hospitals, and old teachers have been recalled to fill the gaps that mobilization has caused. The resolve of France is expressed by the words of a recent ministerial circular: "Bien que son capital effort s'emploie, à cette heure, à tendre toutes les énergies vers la lutte sacrée où la Patrie est engagée, le Gouvernement de la République se préoccupe aussi d'assurer, dans les manifestations essentielles, la continuité de la vie nationale." That is in the spirit that gives victory.

GERMANY.

Is Frankfurt-am-Main famous for the Römer? As the birthplace of Goethe? It is nought; Frankfurt is more

A Latin Journal.

notable as having a journal appearing regularly ten times a year and written wholly in the Latin tongue. *Scriptor Latinus*, so it is called, is published by Herr Hans Lützenöder, and costs four shillings a year, a small sum for much brightness and learning. Here you may read, in Latin which, if not Ciceronian, is what Cicero might have written had he been at a German Gymnasium, an essay on the Futurists, the "fair copies" that F. C. Baur, founder of the Tübingen School, dictated to his boys when he was a schoolmaster, or a version of a long passage from Sir Walter Scott's "Antiquary." To show your own skill as a Latinist, you are invited to translate a highly technical description in German of a Zeppelin airship. Renderings, old and new, into Latin verse, are contained in the journal; perhaps it is national prejudice that makes us think English scholars do these things better. Says a German Review: "He who has allowed himself to be guided for a year by this *Scriptor* will look at his Cicero or Virgil with different eyes." Any teacher or schoolboy that opens it will find, we believe, something to amuse him. Let us give a specimen of the enigmas with which it quickens the wits of the *Gymnasiast*:—

"Me clamant Troes mala passi, teste Marone:
Litterula brevis me spectant, urbe cadente."

UNITED STATES.

In the *School Review* (XXII, 7) a writer on "Standards in American Education" makes some incidental remarks on the German primary school. We reproduce them without comment. "The American observer who fails to visit the *Volksschule* and who comes back advocating a wholesale adoption of the German plan of education has missed one of its most char-

acteristic elements. The German *Volksschule* is literally an instrument of social suppression. It destroys initiative and limits the horizon of its pupils. It is the home of dogmatic conservatism. If there are two institutions in the world which we do not want in this country, they are the German Army and the German *Volksschule*."

With what eyes our readers view the transformation that is going on in American education we do not stay to inquire. Let us illustrate, however, the nature of it by means of an able article on "Education Modernly Speaking" in the New England *Journal of Education* (LXXX, 6). "To-day," says the author, "you will see boys pruning and spraying apple-trees in the schoolground, and that as part of their school work. At East Boston they may be found binding books, whilst the girls learn to make fires and beds, to sweep and to cook, or to weave rugs on primitive looms. In some counties of the West and South schoolboys are encouraged to organize pig clubs, through which they learn to select and raise pigs, the boy who raises the biggest and the best receiving a prize. All this is done under the direction of the County Superintendent of Education, encouraged by the United States Department of Education. It was not always so. When I was a boy," continues the writer, "we played leap-frog on the way to school, but it was not counted as a part of our education. I learned to sew at home and hemmed towels and made holders and braided rags for mats. I cut and dropped potatoes in the spring and picked squash-bugs later, and apples later still. Some of the neighbours' boys, having pigs in the family, fed them and sometimes milked the cows. The girls did much housework, but never knew they were studying domestic science. None of these things were thought of as education, and a man who had done them all his life instead of going to school was spoken of as having been deprived of an education." Nowadays these miscellaneous duties are being fused into the work of education, in which schooling, in the old sense, is but an incident. Another article in the same journal, on "The School of the People," enables us to indicate the effect of the transformation on the training of the American teacher. Of the teachers prepared by the State Normal School, Wisconsin, we learn that they must not only have a mastery of the subject they are to teach, but they must know the subject in its relation to the work of the home and to the life of the community. Those sent to the rural or State graded schools must be able to do such things as these: to pick the best seed corn ear out of a bushel of ears, to splice a rope, to choose the best milk cow out of a dairy herd, to tie the hitch rein to a post and also to a rail, to measure and find the number of bushels of wheat in the bin or of corn in the crib, &c. In other words, the product of the Normal School should be able to establish the points of contact between the work of the school and the work of life. Teachers must have a mastery of books, but they must possess as well common knowledge and use common sense in their teaching.

In all this we see the danger that æsthetic education may suffer. Be it not forgotten, however, that much Old Education still flourishes in the United States beside the New. Let it never be supposed that we underestimate the peril of generalizing, and of all countries the United States is the most dangerous to generalize about. Towards whatever end, there is zeal for education, and increased outlay for it. In the 195 American cities having more than 36,000 inhabitants the average expenditure a head for education was 5.02 dols. in 1912, an increase in eleven years of more than 39 per cent. Salt Lake City spent 7.01 dols.

NEW SOUTH WALES.

The educational system of New South Wales is well organized. Let us exhibit the position of teachers in primary schools. They are divided into three classes I, II and III, each class being subdivided into two grades, A and B. There are, in addition to teachers classified in this way, a considerable number of teachers ranked as "Unclassified" and as "Junior Assistants." Before being definitely appointed in any of these capacities a person must give evidence of good character and physical fitness. With some exceptions candidates for appointments as teachers must have satisfactorily completed a course of Training in the Teachers' College. The pupil-teacher system has lately been abolished. He who would become a teacher must first succeed in a competitive examination, open to those not under fifteen years of age, and success makes him a Probationary Student in one of certain selected District Schools, where he goes through a course of preparatory instruction and training. Probationary Students, at the end of their courses, submit themselves to a competitive examination for

admission to a Teachers' College, where most of the places are reserved for them, only a few being left for those who have had a good secondary education or have graduated at a University. In the Teachers' College the ordinary course is a two years' course, qualifying for a Class II Certificate, but the College also provides other kinds of course of shorter and longer periods qualifying for other classes of certificates. Not immediately on leaving the Teachers' College are students classified and certificated. They are temporarily graded as ex-students of the First or Second Class for a period which varies from one to two years according to the nature of the course taken at the College. At the expiration of this period the ex-students become eligible for permanent classification, and this is determined after consideration—(1) of their college record; (2) of the result of their examination at the College at the end of their course; (3) of their teaching record of one or two years as shown by the Inspectors' reports during the prescribed period. Their classification once determined, promotion to a higher class or division of a class depends, with certain exceptions, on their satisfying the requirements of the Education Department—(1) as to "efficiency," by obtaining a certain number of marks, assigned upon the consideration of Inspectors' reports on their work in the schools; (2) as to "attainments," by passing in the prescribed manner the Teachers' Examination held annually by the Department.

Primary schools are divided into seven classes, and the principal teachers must have a specified qualification. We give the salaries and classifications for the first three classes:—

Salaries.

Class of School.	Principal.		Misses' Girls'.		Misses' Infants' Department.		1st (Man) Assistant.		1st (Woman) Assistant.	
	Classification.	Salary.	Classification.	Salary.	Classification.	Salary.	Classification.	Salary.	Classification.	
1	Over 600	1 A 450	1 A 288 1 B 252	1 A 252 1 B 240	1 A 252 1 B 240	1 A 252 1 B 240	1 B 288 2 A 246	1 B 210 2 A 180	2 A 168 2 B 150	
2	400-600	1 A 408 1 B 390	1 A 252 1 B 240	1 A 216 1 B 210	1 A 216 1 B 210	1 B 264 2 A 234	1 B 264 2 A 234	2 A 168 2 B 150	—	
3	200-400	1 A 366 1 B 342 2 A 306	1 A 216 2 A 204	1 A 210 1 B 198	1 A 210 1 B 198	1 B 240 2 A 216	1 B 240 2 A 216	—	—	

English classic (to be improved by the Inspector) may be used instead of the Sixth Reader and the school paper, and for the same class. In the needlework for girls of the fifth and the sixth class, the sampler—pride of our grandmothers!—has been abolished. Yet the sampler has been dignified by being enlarged into a curtain for "Peter Pan."

A teacher writes in the same journal of his first school in Queensland. For a man (with a wife) the salary was £100, with a capitation of £28 and a house valued at £13. Arrived after an exhausting journey from Brisbane at his destination, the teacher found a school reserve of twenty acres closely and heavily timbered, and unfenced—the usual little school building and residence of that day, set in an oval clearing three chains by two, walled in on all sides by heavy timber, the whole on a little tableland, strewn with blocks of basalt, on the west slope of and almost at the top of the Main Range. The local settlers had not been many months on the land. They were busy building huts, and fencing in their land, going off at intervals to do some shearing in order to earn bread meanwhile. There were only thirty children on the roll of the school; but outside there was labour in plenty. An unfenced paddock the teacher converted into a garden, clearing off the surface wood and removing basaltic blocks from the subsoil. Shrubs planted in this garden were destroyed by opossums. Bush cattle congregated on the lee of the house and mice innumerable swarmed into it. Amid such distractions had the early Queensland teacher to do his chosen work.

In Queensland, as in some other British colonies, and notably in South Australia, there are many Germans. Last July a deputation waited on the Minister for Public Instruction to complain of the injury done to the State schools by the withdrawal of children from them to attend German schools. On certain days the pupils are taken away for half a day to receive religious instruction and to learn the German language in special German schools. Sometimes the teacher is left with only six or seven pupils, and he is prevented by this from gaining a higher classification for his school. The Minister promised to weigh the difficulty—weighing it perhaps now with different scales.

CAPE COLONY.

In the domain of education, as in other domains, the War is making itself felt. The Education Department announces the withdrawal from its Office of ten members of the staff for military service, so that, deprived of one-fourth of its officials for an unlimited time, it must ask for indulgence in respect to the answering of letters. Again, many teachers have also been called on to fulfil their obligations in connexion with the Citizen Defence Force, and school work has in this way been injured. Yet the patriotic self-devotion of the teacher is, with its example, a compensating value to his pupils.

The commentary on this paragraph—we give only the facts—must be supplied by our readers for themselves. The School Board for the Cape Division has recently adopted the following regulation regarding the employment of married women teachers:—"A woman teacher on her marriage will be considered by the Board to have terminated her appointment under the Board from the date of her marriage. Notification of the date of her intended marriage should be given at least one month beforehand. The appointment may, however, be continued provisionally at the discretion of the Board and be terminable at short notice."

UNIVERSITIES AND SCHOOLS.

LONDON.

Somebody observed years ago that it is difficult to write hexameters when six-footed barbarians are at your gates. Nevertheless, the business of the University is proceeding as usual, except for a dearth of students, which is particularly noticeable in the second and third years of the course. Many have taken commissions or joined the ranks. No official statistics are available, but I understand that nearly a thousand applications for commissions in the Army have been forwarded to the War Office through the University, and about half of these have already been gazetted to commissions.

Among others, the Vice-Chancellor, Colonel Sir Wilmot Herringham, has gone to the front as Inspector of Military Hospitals. Another Army medical officer, Sir Alfred Pearce Gould, is to act for him during his absence. As to the students who remain, the Officers' Training Corps is busy training them for active service. The Vice-Chancellor has given an assurance, through the columns of the *Times*, that the Senate will do all in its power to render it easy for members of the University, and especially for cadets of the Officers' Training Corps, to offer their services to the Government. The War has dwarfed our domestic quarrels, and will probably have the further effect, in view of financial stringency, of retarding any reorganization of the University on the lines of the Royal Commission Report or otherwise.

The new University of London Club opened in August with formality at 19 and 21 Gower Street.

OXFORD.

We have now had two weeks of term and are getting used to our strange conditions. There are about fourteen hundred undergraduates in residence—rather less than half the usual numbers of the University. Quite half of those have joined the Officers' Training Corps and will probably go to take commissions. The corps is taking none who does not declare his willingness to take a commission, but cadets are divided into two classes, according as they are willing to take one now or at the end of term, or as they are unable for any reason to take one till later. The first class are being put through a more thorough training, with more frequent drills and lectures, and probably few of them will be here next term. Of the others some will be ready at Easter, and others, for various reasons, cannot go till summer. If the War lasts over the year—which Heaven forbid!—we shall have no undergraduates except Americans and invalids, and most of the graduates under forty will be gone also. If I may generalize from the College I know, everyone has joined the O.T.C. who possibly could.

Meanwhile drilling is the order of the day, and those wonderful works, "Infantry Training" and "Field Service Regulations," are more studied than texts prescribed for schools. Games are played because no one drills every day in the week, but only with scratch sides, for on every day in the week someone is drilling. The Union has given up its formal debates—its junior officers are all at the front—but is holding informal fortnightly debates. There are to be no University rowing events—no Fours this term and no Torpids next. Colleges are doing a little rowing, but are not having any races. Curiously enough, work has not suffered as far as I can judge. It is a relief to turn away from the papers and telegrams to a remote and quiet problem like the Deduction of the Categories, and, though few can do so without some form of gentle compulsion, if the compulsion is provided in the shape of an essay, they seem to do it well.

We shall probably not see much legislation this term, partly because most legislation involves expenditure, but mainly because Council will be so much occupied with keeping the University going that they will have no time to try to improve it. We are indeed to have one more, and we hope a final, attempt to reform Council. Three Heads of Houses, six Professors, and nine M.A.'s is the new plan, but that proposal had no doubt been considered and drafted before the present distress came upon us. In the meantime Council is probably discussing the financial position and how to cut down expenditure. In examination and matriculation fees, in dues, in college contributions, in proctorial fines, the University will lose thousands. The loss has been estimated by some at £10,000. It will be difficult to devise many economies. The payments made by the University are in many cases so regulated by statute that they will not easily be able to follow the line taken by some colleges of reducing all their salaries proportionately. It looks as if some exceptional means of raising money will have to be adopted.

We are not, like Cambridge, establishing Louvain in our midst; but we have with us several of the Louvain professors and a considerable number of students. French is becoming almost the ordinary language of high table. I cannot resist recording the indignation with which a distinguished philosopher and theologian from Louvain, who himself suffered at the hands of the Germans at Louvain, related that, after he had written an account of his sufferings to a Belgian paper, the *Kölnische Volks Zeitung*, a great Catholic paper, sent him a bulletin called a *Wahrheitsnummer über Louvain*, telling him, with German truth and exactness, what had really happened to him. "Ça dépasse tout!"

The University, and Balliol College in particular, are mourning the death of Sir William Markby. He combined the wisdom of a great lawyer with extraordinary political freshness and courage.

and a goodness and beauty of character that won the hearts of all who met him.

CHERWELL HALL.—During the year ending June, 1914, twenty-three students have obtained the Cambridge Teacher's Certificate, four being placed in Class I. Eight students obtained the Cherwell Hall Certificate for junior form teachers, of whom three had distinction in practical teaching. Fifty students have entered for the year beginning October, 1915, but of these, some who were coming from India, were unable to obtain passages, and so will postpone their arrival until January, 1915.

CAMBRIDGE.

A very short letter will more than cover all there is to say after a fortnight of term. We are said to have about thirteen hundred men in residence, of whom seven hundred are being trained by the O.T.C. Men are getting commissions or leaving us for one sort of service or another every day—not in masses, but in units that mount up. By the end of the term, if the ideals held out by Colonel Edwards are realized, a great many of his seven hundred men will be qualified to be officers, and, it is to be feared, there will be only too many gaps for them to fill. The Government, of course, may take to promoting N.C.O.'s, but in any case it seems clear we shall have fewer men next term. Sports are necessarily much in abeyance, especially rowing. The O.T.C. occupies its men five afternoons a week.

Most controversial business is being postponed by the Council—the "Little-go" proposals and the compulsory military training in particular. The new Divinity degree ordinances were to be discussed the other day, but there was no opposition of the least significance. One suggestion of a minor kind was offered by a friendly critic. Probably the ordinances will be carried very shortly. It is possible that the vacancies in the Council may be filled by agreement between the parties. Efforts are being made to do without filling as many posts as can be managed. We are a proctor short, and examiners will be fewer—as, indeed, they may be with so few candidates. Where will the Classical Tripos be? Probably, proportionately, it has contributed more men than any other.

The *Cambridge Review* has issued a 6d. supplement giving lists of all Cambridge men serving, so far as is known. It may be of interest to your readers. Dr. John R. Mott is to be here for three busy days at the beginning of November. Dr. Holland Rose is giving open lectures on "The Origins of the War." Four lectures on "The Relations of Christianity and War" are arranged for, to be given in turn by Colonel H. J. Edwards, C.B., Messrs. T. R. Glover and Edwyn Bevan, and Prof. Burkill. Mr. A. A. Jack is giving the Clark Lectures on English Literature at Trinity College. His subject is Chaucer.

The town is considerably hit by the War. Lodging-house keepers and booksellers are the classes most affected; for both it looks disastrous. A good many Belgians have come, but the general invitation to Louvain is complicated by fear as to what the Germans may do with what is left of the University's outfit if the invitation is officially accepted.

SCOTLAND.

Principal Sir James Donaldson's address at the opening of the session was concerned mainly with the War and German culture. He emphasized the tyranny of the Prussian autocracy in education and

St. Andrews.

scholarship, taking as instances the "Bible and Babel" controversy, in which the foremost German theologians had to yield to the ideas of the Emperor, and the series of Teubner classical texts, to which only Germans were allowed to contribute, although recently one Scotchman, Prof. Lindsay, had been admitted into the number of editors. The German culture, of which we had heard so much, had its origin and its growth solely in the kingdoms and princedoms which were outside Prussia, and Prussia could scarcely boast of a single man who occupied a high rank in German literature, philosophy, or science.

Glasgow.

The undergraduates have unanimously elected President Poincaré as Lord Rector for the usual term of three years. It is hardly necessary to say that the election has given the greatest satisfaction. This is the only occasion on which the head of a State or a foreigner has been Rector of a Scottish University. In 1843 the students of St. Andrews chose in pique the Tsar of Russia as Rector; but this was merely an incident in a quarrel, and it was not a valid election. The Chancellor, Lord Rosebery, has given £2,000 to the University for the purpose of endowing a Rosebery Studentship in Scottish History. The conditions of the award of the Studentship are under consideration by the University Court and the Senate. The Egyptian Explora-

tion Fund has presented to the University some valuable specimens of papyri from Oxyrhynchus, including one of the oldest manuscripts of any part of the New Testament in existence. The University Court has appointed a Committee to consider whether it is possible to improve the existing diploma in education.

More definite figures are now available regarding the contribution of the University to the War services. Over three hundred members of the University have obtained commissions. Of these, 84 were obtained by members of the O.T.C. before the War began, 190 by members of the O.T.C. since the beginning of the War, and the remainder by members of the University who did not belong to the O.T.C. More than five hundred members and ex-members of the O.T.C. applied for commissions, and commissions are still being given. About a hundred and fifty men enlisted as privates in the University contingent of the Cameron Highlanders, and more than this number have joined other regiments. In addition to these, many members of the University are serving in the Territorial Army, the Army Medical Corps, and other services. The figures given do not, however, adequately represent the response made by the University to the appeal for War service, and there is the best authority for saying that they may safely be increased by 20 per cent. The effect of the War on the number of students attending the University has been less than was expected. At the close of Matriculation for the current term, the number of matriculated students was 2,275, as compared with 2,510 at the corresponding date last year. The decrease in the number of men is 224, and in the number of women 11. In some departments the decrease is large, while in others (e.g. in Chemistry, Zoology, &c.) there is a very considerable increase. This seems to be due mainly to an increase in the number of students beginning their studies in Medicine, and it is, no doubt, owing to the great demand for doctors resulting from the Insurance Act and the War.

Mr. Alfred W. Stewart, D.Sc., has been appointed Lecturer in Physical Chemistry, in succession to Prof. Soddy, who was recently appointed Professor of Chemistry at Aberdeen. Dr. Stewart is a graduate of Glasgow, and he has since 1909 been Lecturer in Organic Chemistry at the University of Belfast. A portrait of the late Rev. James Seaton Reid, D.D., who was Professor of Ecclesiastical History from 1841 to 1851, has been presented to the University by his daughter.

Aberdeen.

Mr. F. E. Smith, having withdrawn his candidature for the Rectorship, it is understood that Mr. Winston Churchill will be unanimously elected Lord Rector. Mr. Churchill intimated that he would not continue his candidature in any political sense, and his election will thus be non-political. The General Council at its autumn meeting considered the new Draft Ordinance on the Preliminary Examinations and reaffirmed its view that it would be more reasonable to discuss with the Education Department the need for a preliminary examination before setting up the machinery for such an examination. The Council resolved to renew its representation to the University Court in favour of the institution of a lectureship in Celtic. The Court in 1912 allocated £300 a year out of the new Government grant in a tentative scheme for the institution of such a lectureship, but this sum has since been diverted to other purposes. It was intimated that at least thirty-one members of the Council had obtained medical commissions in the Army, fifteen others had obtained commissions in the Regular Army or the Territorials, and sixteen members had re-enlisted as privates or non-commissioned officers. By the death of Dr. David Rennet, at the age of eighty-six, Aberdeen has lost a distinguished personality. For more than half a century he was associated with the academic life of the city. He had an unrivalled reputation as a mathematical tutor, and some years ago his pupils presented him with his portrait, painted by Sir George Reid, along with a replica which was given to the University.

Edinburgh.

Mr. Arthur Berriedale Keith, D.Litt. (Edin.), D.C.L. (Oxon.), has been appointed by the Crown to the Chair of Sanskrit and Comparative Philology, in succession to Prof. Eggeling. Prof. Keith won many distinctions at Edinburgh and Oxford. He is the author of numerous publications on Sanskrit, and he has also written a valuable work, published in 1912, on "Responsible Government in the Dominions." The new mathematical department of the University was formally opened on October 12. The building was formerly the Church of Scotland Training College, and it has been altered and equipped with a special view to mathematical research, on the urgent importance of which Prof. Whittaker spoke at the opening meeting. The new department is said to be the best of its kind in Great Britain. There is a considerable reduction in the number of matriculated students at the University, but definite figures are not yet available. Two hundred and thirty cadets of the O.T.C. have received Commissions, and sixty others form the

field ambulance of the Scottish Horse. About a hundred are territorials, and about the same number have joined the Edinburgh Battalion of the new Army. Former students and graduates have also entered the War services in large numbers, and it is estimated that the total number of members of the University who are serving runs to nearly four figures.

Emeritus Prof. Sir Henry Littlejohn died on September 30, at the age of eighty-six. He was Professor of Forensic Medicine from 1897 to 1905, and he had for many years before been a most popular teacher in the extra-mural schools. He did valuable work as Medical Officer of Health for the City from 1862 to 1908, during which period the death-rate was reduced from nearly 26 to 17 per thousand. Principal Sir William Turner has now completed sixty years' service in the University as Demonstrator, Professor of Anatomy, and Principal. Dr. Charles Sarolea, Lecturer in French, has been granted partial leave of absence from his University duties owing to his other work as honorary Consul for Belgium. The University Court has arranged that the sons of Belgian refugees who have come to Edinburgh for the winter shall be allowed to take graduation courses without fee for the winter session. The late Major-General Tweedie, C.S.I., of Lettrick, Dumfriesshire, has instituted by his will a trust to be called "General Tweedie's Trust for the Advancement of Knowledge." The income of the estate of Lettrick is to be applied by the University to the establishment of scholarships for research into the early history, development, and religion of Eastern peoples. Somewhat elaborate conditions are attached to the trust.

More than a thousand past students of the Royal Technical College, Glasgow, have joined the Imperial Forces. As a result of the War the income of the College from fees, which last year amounted to £7,000, will this year be less by £3,000. The expenses of the College this year amount to nearly £31,000. A large number of the present staff and students have entered the War services. One department alone has provided thirteen commissioned officers. Last year the number of day students was 669, and that of evening students 4,342. The affiliation of the College to the University has had very satisfactory results. Last year forty-one matriculated students were attending qualifying classes at the College, and of these twenty-eight were following a full course of study. The scheme at present applies only to degrees in Engineering, but a draft ordinance for degrees in Applied Chemistry is now under consideration. The School of Navigation has also been most successful, 1,940 seafaring students having attended the day classes last year. The school has provided thirteen commissioned officers for the Navy, and two of the teachers have been called to active service. The Aberdeen Technical College has resolved to establish a School of Navigation, with new buildings to be erected at a cost of £10,500. A principal teacher of navigation is to be appointed at a salary of £300 a year.

The revised constitution of the Provincial Committees, which has recently been issued by the Education Department, makes only one important change. Hitherto there has been no special provision for the election of women to the Committees, although there have actually been women members. Each Committee is now required to co-opt "such number of women (if any) as may be necessary to bring the total number of women members up to three," except in the case of the St. Andrews Committee, where the obligatory number is two. Owing to present conditions, the St. Andrews Committee has abandoned the proposal to hold a fifth Summer School at St. Andrews in 1915. Dr. C. W. Valentine has resigned his Lectureship in Psychology under this Committee, on his appointment to be Professor of Education at the University of Belfast. Dr. Robert R. Rusk has been appointed as head of the Psychology and Education Department. The number of students at the Training College under the Glasgow Committee is expected to be about fifty more than last year.

Prof. Burnet of St. Andrews recently addressed the Glasgow Branch of the Secondary Education Association on "the crisis of the Prussian leaving certificate." He said that there was no one who knew anything about modern Germany who could for a moment doubt that the state of mind which had made the War possible was the direct outcome of the Prussian system of education, alike in the Universities, the higher schools, and the national schools. The steady deterioration of the education given in the Prussian and other schools during the last decade was admitted on all sides. The Prussian system was no longer able to discharge the functions of selection and elimination for which it was designed, and the reason was that a system adapted to one state of society was bound to break down when it was transferred bodily to another. The system was admirably adapted to the old

Prussian State, with its single type of higher school, its Spartan simplicity, and its primitive social organization; but it failed in the era of material prosperity and of an insatiable desire for social distinction, such as always characterizes a parvenu middle class, in which no one is content to remain middle class.

IRELAND.

The past month has witnessed many changes at home as well as abroad. On October 15, Trinity College lost its Provost, Dr. Anthony Traill, who died at the Provost's House after an illness of several months, which, however, had not called for alarm till within the last few weeks. Dr. Traill, who had nearly completed his seventy-sixth year, entered Trinity College at an early age, won a scholarship in science in 1858, and subsequently a studentship; he proceeded to the degree of LL.D. in 1865, and became a Fellow in the same year; and in 1870 he took the degree of Doctor in Medicine. He was co-opted a Senior Fellow upon the resignation of Dr. Ingram in 1899, and in 1904 was appointed Provost by Mr. Balfour in succession to Dr. Salmon. He was the first medical Provost of Trinity, and fourth among its lay Provosts from the foundation of the University. Dr. Traill's Provostship was marked by some important changes, chief among them the granting of the new Charter of King George V, and the admission of women to the University. In bringing about both these changes he played an active part; and it was largely through his influence that the University decided to admit women students holding certificates from Oxford and Cambridge to degrees on the same terms as men. Perhaps it was as well for the University at this critical period that Dr. Traill's talents lay not so much in purely intellectual pursuits as in organization and administration. He possessed a shrewd sense of business, a thorough understanding of finance, unwearied industry and attention to detail, and these qualities were always at the service of the University. He took an active interest in the formation of the Officers' Training Corps, in the introduction of a co-operative store scheme for resident students, and in many kindred undertakings affecting the social life of the University. His business talents were appreciated outside Trinity College. As a member of the Representative Body of the Church of Ireland, he rendered valuable service in the management of the Church finances. He acted as a member of the Educational Endowments (Ireland) Commission, 1885-92, and of the Fry Commission on the Irish Land Acts, 1897-98. A landowner himself, he took a deep interest in all matters affecting Irish landlords, and was an active member of the Landlords' Convention. He also took a practical interest in primary education; and one of the first school clinics established in Ireland was in connexion with his schools at Bushmills, Co. Antrim. The funeral service was celebrated in the College Chapel on October 17, in the presence of a large and representative gathering of mourners.

The vacancy among the Senior Fellows caused by the death of Mr. Tyrrell has been filled by the election of Louis Claude Purser, D.Litt., who is succeeded as Junior Bursar and Registrar of Chambers by Robert Russell, F.T.C.D.

Trinity has lost about two-thirds of its men students through the outbreak of the War; these have received commissions or volunteered for service. A training camp for officers has been set up within the College precincts since the end of August, the park and dining-hall being at the disposal of its inmates for exercises and meals. The Board have decreed that no student shall lose standing while serving in the War, and a scheme is contemplated by which students matriculating in Arts and pursuing a course of military training for three terms (October to June) will get credit for their first year.

The Very Rev. Michael Barrett, Ph.D., has been appointed by the Crown a member of the First Senate of the National University, in the place of the late Canon Andrew Murphy. The elections to the new Senate, which will hold office for a period of five years from November 1914, have been held during the past month. The Most Rev. Thomas O'Dea, D.D., Roman Catholic Bishop of Galway, has been appointed a member of the Intermediate Education Board.

Through the energy of Mr. P. J. Brady, M.P., a measure for the provision of meals for Irish school-children was passed through the House of Commons in August, and comes into operation this winter. The Corporation of Dublin have struck a halfpenny rate which will realize £2,000, or about 5s. a week for each of the 158 schools under the National Board in Dublin; but this, though it leaves a good deal still to be accomplished by voluntary effort, is at any rate a beginning.

On October 11 occurred the death of Mr. J. D. Daly, M.A., Chief Clerk of the Department of Agriculture and Technical In-

(Continued on page 772.)

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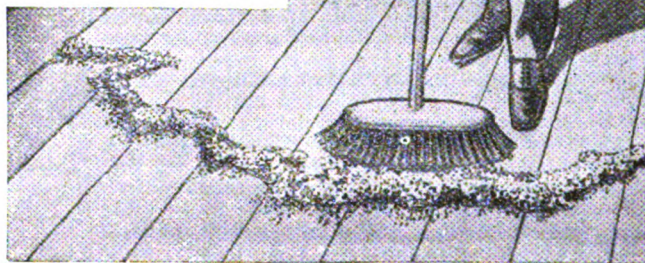
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struction, who rendered valuable service to Irish University education, particularly as Secretary to the Commission held to inquire into that subject.

A meeting of the members of the Alexandra College Guild and the students and friends of the College was held on October 22 to consider what steps could be taken by the Guild to help in the present crisis. Mr. Justice Madden, President of the College Council, presided. It was decided to start a social club for soldiers' wives and to open a house for Belgian refugees, and a considerable sum in donations and monthly subscriptions was promised towards these projects at the meeting. A course of ten lectures on Modern European History, embracing the period 1815-1914 and having special reference to the present political situation, is being given at Alexandra College during the present term by Miss M. G. Jones (Camb. Hist. Tripos), the recently appointed Head of the Department for Training Secondary Teachers.

The Irish Colleges have all started work for the winter Session. The Leinster College, which has its headquarters at 25 Rutland Square, has opened branches at Mullingar and Navan; and the Belfast Gaelic College has branches at Downpatrick and Ballymena. The Dublin College of Modern Irish, which was established last year to give instruction in certain subjects, literary and technical, which lie outside the scope of the ordinary training colleges, entered on its second session during the month. Over eighty teachers attended the course last session. At the annual public meeting of the Belfast Branch of the Gaelic League, which was held in Belfast on October 16 and was largely attended, Dr. Douglas Hyde took the opportunity of emphasizing the necessity of adherence to what has ever been the cardinal principle of the Gaelic League—abstention, as a body, from politics and all contentious matters arising from political questions.

SCHOOLS.

HAILEYBURY COLLEGE.—The following have joined the staff this term, to fill up vacancies caused by the retirement of senior masters:—Mr. J. B. D. Joce, of St. John's, Cambridge (Modern Languages); Mr. D. J. Walters, of Brasenose, Oxford (Science); and Mr. R. W. Miller, of Trinity, Cambridge (Science). Four masters are absent on military service—Mr. C. J. Reid, Mr. G. E. Grundy, Mr. C. C. Champion, and Mr. C. H. Fair. Mr. J. D. Whyte has returned as substitute for Mr. Reid; Mr. C. E. Laurence, of Bruges, is taking Mr. Grundy's form, and Mr. T. Thomas is doing Mr. Champion's Army Class work. On Tuesday afternoons a field-day takes the place of the usual games, and on Mondays and Fridays the work of the morning is shortened by half an hour to admit of additional drill. Instructional parades and lectures on military subjects have also been arranged for those over seventeen in the O.T.C.

HAMMERSMITH, GODOLPHIN AND LATYMER SCHOOL.—On the occasion of the opening of the new School organ and the distribution of Prizes by Sir Laurence Gomme, on October 16, Sir William Bull, M.P., announced that Miss Stancomb Wills had given, in July last, £3,000 to the school, in order to found a Leaving University Scholarship in memory of her uncle, the late Lord Winterstoke, who for seven years was a Governor of the school. The scholarship will be of the value of £40 a year, tenable for three years, and will be awarded every year.

HARROW SCHOOL.—Mr. C. E. Prior, Mr. C. H. Eyre, and Mr. W. J. R. Calvert have taken commissions in the O.T.C., Mr. F. E. Edwards has joined the ranks of the Rifle Brigade, and Mr. A. Begouer de Meaux has rejoined the French Army as Captain in the 8th Battalion of Chasseurs. Nearly half the staff sent in their names, but were admonished by the War Office that they would serve their country better by staying at their posts and preparing the Cadet Corps for future service as recruits and officers.

HARROW, THE COUNTY SCHOOL.—This school, opened in January 1911, has now reached its full complement of three hundred. It has recently won Junior County Scholarships, first place in the Entrance Scholarship list at Merchant Taylors School, a Mitchell Scholarship (£40 for two years), and a Studentship (£20 for two years) at the Finsbury Technical Institute. Nine boys were presented at the last Senior School Examination of the University of London. They were all successful, and they won, amongst them, thirty distinctions. Six of the staff have received commissions with the forces, and their places have been taken temporarily by six ladies. The school winter season of lectures was opened by Miss Gertrude Bacon, the daughter of the famous aeronaut and herself a "flying woman" of some repute, with a lecture on "Flying Ships, Air Ships, and Balloons."

WINCHESTER COLLEGE.—Five of the staff have joined the Army—G. M. Bell, M. Robertson, F. M. Hicks, H. E. G. Tyndale, H. J. Altham—and the following are taking temporary work:—J. Millington Sing, A. B. K. Cook, G. T. Hellard, E. D. Marris, L. G. Fortescue. The School is taking its share in pro-

viding for some of the Belgian refugees who have arrived in Winchester.

WORCESTER, ALICE OTTLEY SCHOOL.—Examinations: In the Cambridge Higher Local the following successes were gained: S. Naylor (Honours Class I, Group A), Distinction in History of English Literature and Early English; K. Whitehead (Group B, Honours Class I). In the Higher Certificate Examination of the Oxford and Cambridge Joint Board, six complete certificates and three letters were gained, with Distinctions in Scripture (2), English (1), and French (1).

PRIZE COMPETITIONS.

The Translation Prize for French is awarded to "Bardolph"; for Latin the prize is divided between "Chris" and "Wiccamicus."

Winners of the Holiday Prizes are: Miss A. E. Ellis ("Liège"), 55 Christchurch Road, Bournemouth; Mrs. P. H. Miller, ("E.M.C."), 29 Carlingford Road, Hampstead; Miss E. Browne ("Britannia"), High School, Upminster, Essex; Miss H. E. Hutchings (H. E. Hutchings), 9 Ravenswood Road, Redland, Bristol; Miss Mary Ingham ("Gulval"), Glencoin, Cheadle Hulme, Stockport; Dr. R. L. Batterbury ("Gothicus and Rolobo"), Berkhamsted, Herts; Miss Goddard ("Euphemia"), East Street, Farnham, Surrey; Miss Ethel G. Batterbury ("Nor-roway"), Berkhamsted, Herts; Miss Evelyn E. Hewer (rais), Cambridge Training College; Miss S. Ingham (S. Ingham), Pudsey, near Leeds; Miss M. C. Haslam ("O.L."), Cintra Lodge, Reading; Miss F. Storr ("Tramp"), 12 Angell Park Gardens, Brixton, S.W.; Miss Susan Cunningham (S. Cunningham), 59 Rutland Gardens, Hove; D. L. Ketelbey, Esq. ("Clito"), 165 Antrobus Road, Handsworth, Birmingham; Miss E. Julia Horne ("Judy"), 12 Fairfax Road, Prestwich, near Manchester; Miss E. Richmond Faraday ("Berenguela"), Church Croft, Orleton, Herefordshire; W. Harrison Snell, Esq. ("L'Ardent"), 14 Nadine Street, Charlton, S.E.

Three prizes have not yet been claimed.

Haec est, in gremium victos quae sola receptit
Humanumque genus communi nomine fovit,
Matris, non dominae ritu; civesque vocavit
Quos domuit, nexuque pio longinqua revinxit.
Huius pacificis debemus moribus omnes
Quod veluti patriis regionibus utitur hospes:
Quod sedem mutare licet; quod cernere Thulen
Lusus, et horrendos quondam penetrare recessus:
Quod cuncti gens una sumus.

By "CHRIS."

'Tis conquering Rome alone that to her breast
Clasps all mankind by her own name addressed.
No mistress stern, but motherlike, to prove,
And bind her subjects by the ties of love.
To her mild rule we owe that all may roam
And still enjoy each privilege of home;
May travel ('tis mere sport) to Thule's shore
And regions, dreaded once, with ease explore.
To her we owe that all united stand
One State, one City, and one Fatherland.

By "WICCAMICUS."

Claudian.

This is our city's glory: she alone
To conquer and to reconcile hath known.
She has conferred a title to embrace
Not merely part, but all the human race.
And like a mother, not a despot rude
Has won the hearts of subjects scarce subdued,
And called them citizens, a holy name,
And bid them share her everlasting fame.
We owe our bliss to Rome's pacific sway:
No foreigner from Rome need turn away.
The stranger, whoso lists, can claim a home
Within the walls of proud protecting Rome.
He owes this licence to her gentle grace
That he at will may change his dwelling-place,
May gaze on furthest Thule at his will,
And penetrate recesses further still.
Once dreaded: and he owes to her alone,
That all her subjects henceforth are but one.

(Continued on page 774.)

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Fifth Class.—Toto, Outis, P.P.

C'était le premier jour de l'an. Par les rues blondes d'une boue fraîche, entre deux averses, M. Bergeret et sa fille Pauline allaient porter leurs souhaits à une tante maternelle qui vivait encore, mais pour elle seule et peu, et qui habitait dans la rue Rousselet un petit logis de bégaine, sur un potager, dans le son des cloches conventuelles. Pauline était joyeuse sans raison et seulement parce que ces jours de fête, qui marquent le cours du temps, lui rendaient plus sensibles les progrès charmants de sa jeunesse.

M. Bergeret gardait, en ce jour solennel, son indulgence coutumière, n'attendant plus grand bien des hommes et de la vie, mais sachant, comme M. Fagon, qu'il faut beaucoup pardonner à la nature. Le long des voies, les mendiants, dressés comme des candélabres ou étalés comme des reposeurs, faisaient l'ornement de cette fête sociale. Ils étaient tous venus parer les quartiers bourgeois, nos pauvres, truands, cagoux, piêtres et malingreux, callots et saboulex, francs-mitoux, drilles, courtants de boutanche. Mais, subissant l'effacement universel des caractères et se conformant à la médiocrité générale des mœurs, ils n'étaient pas, comme aux âges du grand Coësre, des difformités horribles et des plaies épouvantables. Ils n'entouraient point de linges sanglants leurs membres mutilés. Ils étaient simples, ils n'affectaient que des infirmités supportables. L'un d'eux suivit assez longtemps M. Bergeret en clochant du pied, et toutefois d'un pas agile. Puis il s'arrêta et se remit en lampadaire au bord du trottoir.

By "BARDOLPH."

It was the first day of the year. Between two showers M. Bergeret and his daughter Pauline were wending their way through streets yellow with fresh mud to present their new year's greetings to a maternal aunt, who still eked out an isolated and colourless existence in a little bégaine's lodging in the Rue Rousselet, looking out upon a kitchen garden, and within sound of the convent bells.

Pauline felt light-hearted, for no particular reason except that these festivals, in marking time's flight, made her more conscious of the growth of her youthful charms.

M. Bergeret preserved on this red-letter day his usual indulgent bearing towards his fellow-creatures—no longer expecting much from men or life, but knowing, like M. Fagon, that Nature must be forgiven a great deal. All along the streets the beggars, standing bolt upright like candlesticks or, in divers poses, displaying themselves like wayside altars, provided the ornaments for this social festival. They had all come to adorn the middle-class districts—our paupers, vagrants, thief-trainers, shoplifters, "old soldiers," scorbutics, and malingerers of all kinds: sham cripples, sham epileptics, and those with sham sores. But, in accordance with the universal decay of individuality and the growth of mediocrity, they did not parade, as in the time of the great Beggar-Kings, horrible deformities and repulsive wounds; their mutilated limbs were not swathed in blood-stained bandages. They were plainer people, and only affected infirmities of a milder type. One of them followed M. Bergeret for some time, limping, yet with active steps. Then he stopped short and stood on the edge of the pavement again like a lamp-post.

We classify the 73 versions as follows:—

First Class.—M.M.S., Wiccamicus, Bardolph, Allobroge, Sirach, Gothicus, Truant, Louvain, Dormeuse, D.T.D.M.

Second Class.—Index, Tipperary, p.m. Blackheath, Fendall, Chingleput, Dane, M.J.R., Mrs. Gummidge, M.M., B.H.M., Ainée, Courtrai, Refugee, L.C.H., A.M.F., Colum, Armoricain, Shamrock.

Third Class.—W.H.S., Spes, Romsley, The March Hare, Francesca, Volunteer, The Mad Hatter, W.M.G., Raoul, Felice, P.Z., Primrose, V.J., Corncrake, J.P.S., A. Hill, Menevia.

Fourth Class.—Our Allies, M.H., Max, Cbislehurst, Brownie, Keddie, Jam, Jean D'Arc, Fleur de lis, Nova, Unicorn, L.D., Migs, Ana, P.M., Cadger, Jardine, Uncial.

Fifth Class.—Nescio, Aldershot, Lovis, A.W.S., Claude, H.L.C., Lola, Rover, Rus, Q.E.D.

For the French prose the entry was small, and doubtless many were put off by the *argot*. "Not in any dictionary" was a frequent (Continued on page 776.)



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In addition to the above the E.S.A. have displayed in their **BOOK ROOM** the

The Bindings, which are very choice and artistic, include—**Calf, Tree Calf, Victorian Calf, Antique Calf, Morocco, Lambskin, Paste Grain, Half Calf, and Half Morocco**, all beautifully hand tooled in gold.

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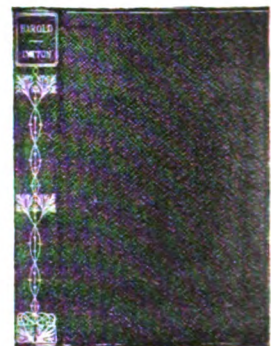
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at prices ranging from **1s. 6d. to £3. 3s. each.**

THE JOINT AGENCY FOR WOMEN TEACHERS.

74 GOWER STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges

for January 1915 should apply at once to the Registrar. **Governesses seeking Private Posts** are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

ENGLISH and GENERAL POSTS.

- Assistant Mistress** wanted in Private School on the Sussex Coast, to teach History, Geography, Drill, Nature Study, and Elocution. Desirable: Music and Games. Training or experience needed. Salary £50 to £60 resident. 10395
- Assistant Mistresses** wanted in Public School in Surrey. Age over 21. Some experience desired. Subjects: (1) English, Botany, Sewing, (2) History, French, Class Singing. Salaries £40 to £50 resident. 10374 & 10378
- Senior Assistant Mistress** wanted in a Mixed Secondary School in Staffordshire, to take charge of the girls, and to teach some subjects in higher Forms. Secondary School experience needed. Initial salary £150 non-resident. 10391
- Assistant Mistress** wanted in a Public School in London, to teach English Composition and Précis Writing; some Geography and History. Degree and experience needed. Age about 25. Salary probably £125 non-resident. 10396
- Assistant Mistress** wanted in School in London, N., to teach Latin and English to Higher Local standard, and Geography to Senior Oxford standard. Experience essential. Churchwoman. Salary £60 to £70 resident. 10398

HISTORY POSTS.

- History Mistress** wanted in Public School in Herts. Subsidiary subjects: English and Scripture. German desirable. Degree or equivalent essential. Oxford preferred. Experience needed. Salary from £120 and rooms, no board. 10355
- Assistant Mistress** wanted in Public School in Kent, to teach Latin and History to Inter. Arts standard and some English. Degree and training or experience needed. Initial salary £120. 10361
- History Mistress** wanted in Public School in Devon. Some French, elementary Latin and junior English also needed. Degree, training and experience needed. Churchwoman preferred. Salary from £110 non-resident. 10375
- History Mistress** wanted in Diocesan College in Calcutta. Degree and experience needed, training desirable. Churchwoman. Salary £100 resident. Passage out paid on three years' agreement. 10389

SCIENCE and MATHEMATICS POSTS.

- Science Mistress** wanted in Public School in North of London, to teach Chemistry, Physics, Applied Mathematics, and some Botany. Games desirable. Degree and experience needed. Initial salary £120 non-resident. 10345
- Mathematical Mistress** wanted in Endowed School in London, S.W. Degree essential. Churchwoman. Salary £110 to £130 non-resident. 10368
- Science Mistress** wanted in a Public School in Devon, to teach Botany, Chemistry, Mathematics, and possibly Book-keeping. Degree and experience needed. Nonconformist preferred. Salary £60 resident, rising to £70. 10380
- Science Mistress** wanted in High School in Yorkshire, to teach good Botany and elementary Physics and Chemistry. Degree needed. Salary from £110 non-resident. 10392
- Science Mistress** wanted in Co-education School in Cumberland, to teach Chemistry, Geography, and very elementary Physics. Degree and experience needed. Salary £70 to £90 resident. 10394

MODERN LANGUAGES POSTS.

- Assistant Mistress** wanted in a Public School in Berkshire, to teach French and some Latin. Degree needed. Salary £120 non-resident. 10354
- Assistant Mistress** wanted in Private School in Worcestershire, to teach German, some French, and to take charge of a Form. Degree or equivalent needed, experience and residence abroad. Salary £50 to £60 resident, or more. 10381
- Assistant Mistress** wanted in Public School in Co. Durham, to teach French (Modern Methods) and English. Games desired. Degree essential. 10395

JUNIOR FORM and KINDERGARTEN POSTS.

- Assistant Mistress** wanted in a Girls' Grammar School in Kent, for Lower Middle School work. Subjects: Nature Study, English, Scripture. Training essential. Age preferred 24 to 28. Salary £100 non-resident, rising to £170. 10364
- Assistant Mistress** wanted in Mixed School in Yorkshire for Preparatory work (ages 8 to 11). Degree desirable, and training or experience. Age 22 to 26. Salary £100, rising to £130. 10373
- Second Form Mistress** wanted in High School in Warwickshire. Subjects desired: Good History, English, and some Mathematics. Experience essential.—10382
- Second Form Mistress** wanted in High School in Surrey. Subjects needed: Geography, Arithmetic, English. Desirable: Drawing, Handwork, Games. Geography diploma very desirable, and Higher Froebel Certificate. Salary £110 to £130. 10383
- Lower Form Mistress** wanted in a Dual School in Westmoreland. Piano, Singing, and Needlework essential. Salary £90 to £110 non-resident. 10387
- Kindergarten Mistress** wanted for Diocesan Collegiate School in Calcutta. Drawing or Drill needed for Upper and Middle School, Higher Froebel Certificate and experience essential. Churchwoman. Salary £100 resident. Passage out paid on three years' agreement. 10388
- First Form Mistress** wanted in High School in Devon. Higher Froebel Certificate and experience needed. Salary £90 non-resident, or £45 to £50 resident. 10390

PRIVATE POSTS.

- Wanted** early in November, a **Governess** for five boys and girls, ages 6 to 12. The elder boys may go to school soon. The family will be returning to Buenos Ayres in a few weeks' time, candidates must therefore be willing to go to the Argentine. 10386
- Wanted** in Cumberland, a **French Governess** to teach a girl of 10, and to read with a girl of 17. Good linguist desired. Music and Literature needed. 10399

Teachers who would like to apply for any of these posts should write at once for the Regulations of the Agency. No Registration Fee is charged to Members of the following Societies:—

**The Teachers' Guild,
Association of Assistant Mistresses,
The College of Preceptors;**

and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

note. This is not the fact, as a reference to Littré will show; but in assigning classes little weight was attached to such ignorance, and in the rest of the passage there was plenty to discriminate good and bad translations.

To dispose first of the *argot*. *Cagoux*: properly "leprous," so solitary thieves, not working in bands. *Piêtres* = *faux estropiés*, "cripples." *Malingreux*: "sham invalids," hence Eng. "malingerers." *Callots*: "scaldheads," from the cap of pitch (*calotte*) they wore when recovering from the ringworm, or, according to others, from their crowns shaven like priests'. *Sabouloux*: sham epileptics who did the soap trick. *Francs-mitoux*: impostors who imitated gangrene by compressing an artery, &c. *Drilles* (in Cotgrave's "beggarly clowns"): sturdy beggars disguised as old soldiers. *Courtauts de boutanche*: the army of unemployed; they begged for work in a district where they knew no work of the kind was to be had. *Le grand Coëtre*: the title by which the King of the Beggars was known in the fifteenth century.

Blondes d'une boue fraîche: "which had a light coating of fresh mud." *Mais pour elle seule et peu*: "or rather vegetated in selfish isolation"; a literal rendering is impossible. *Logis de béguine*: a cottage or almshouse, a *dépendance* of the *béguinage* or convent. *Les progrès charmants*: "the ripening charms of maidenhood." *Jour solennel*: "festival" or "anniversary," not "solemn." *Il faut beaucoup pardonner*: "we must not be too hard on Nature." *Reposoirs*: altars set up at the roadside for Church processions, "processional altars"; and *candélabres* must be standards for candles or torches. *Quartiers bourgeois*: "the well-to-do parts of the town." *Subissant*: "but they, too, have not escaped from the levelling process of the age, its conventional propriety, and distaste for eccentricities." We have to thank "Gothicus" for excellent notes on the *argot*.

A Prize of Two Guineas is offered for the best translation of the following extract from Victor Hugo:—

Il appelle, il agite son chapeau ou son mouchoir, le sable le gagne de plus en plus; si la grève est déserte, si la terre est trop loin, si le banc de sable est trop mal famé, s'il n'y a pas de héros dans les environs, c'est fini, il est condamné à l'enlèvement. Il est condamné à cet épouvantable enterrement long, infaillible, implacable, impossible à retarder ni

à hâter, qui dure des heures, qui n'en finit pas, qui vous prend debout, libre et en pleine santé, qui vous tire par les pieds, qui à chaque effort que vous tentez, à chaque clameur que vous poussez, vous entraîne un peu plus bas, qui a l'air de vous punir de votre résistance par un redoublement d'étreinte, qui fait rentrer lentement l'homme dans la terre en lui laissant tout le temps de regarder l'horizon, les arbres, les campagnes vertes, les fumées des villages dans la plaine, les voiles des navires sur la mer, les oiseaux qui volent et qui chantent, le soleil, le ciel. L'enlèvement, c'est le sépulchre qui se fait marée et qui monte du fond de la terre vers un vivant. Chaque minute est une ensevelisseuse inexorable. Le misérable essaye de s'asseoir, de se coucher, de ramper; tous les mouvements qu'il fait l'enterrent; il se redresse, il enfonce; il se sent engloutir; il hurle, implore, crie aux nuées, se tord les bras, désespère. Le voilà dans le sable jusqu'au ventre; le sable atteint la poitrine; il n'est plus qu'un buste. Il élève les mains, jette des gémissements furieux, crispe ses ongles sur la grève, veut se retenir à cette cendre, s'appuie sur les coudes pour s'arracher de cette gaine molle, sanglote frénétiquement; le sable monte. Le sable atteint les épaules, le sable atteint le cou; la face seule est visible maintenant. La bouche crie, le sable l'emplit; silence. Les yeux regardent encore, le sable les ferme; nuit. Puis le front décroît, un peu de chevelure frissonne au-dessus du sable; une main sort, troue la surface de la grève, remue et s'agite, et disparaît. Sinistre effacement d'un homme.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by November 16th, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

These School and Teachers' Advertisements are continued from page 740.

SCHOLASTIC.—JANUARY (1915) VACANCIES.—Graduates and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

COUNTY BOROUGH OF STOKE-ON-TRENT EDUCATION COMMITTEE.

HANLEY SECONDARY SCHOOL.

Wanted on 12th January, 1915, a SENIOR ASSISTANT MISTRESS, to take charge of the girls (under the direction of the Head Master). Preference will be given to one who has had experience in Secondary Schools, and who is qualified to teach some subject to the higher forms of the girls. Commencing salary £150 per annum.

Forms of application (which should be returned not later than the 7th November, 1914) will be forwarded to applicants on receipt of a stamped addressed foolscap envelope.

W. LUDFORD FREEMAN,
Director of Education,
Town Hall, Hanley, Stoke-on-Trent.
13th October, 1914.

THE KING'S SCHOOL, OTTERY ST. MARY, DEVON.

The Governors of this Educational School invite applications for the post of Temporary SENIOR MISTRESS for one or two terms. Candidates should possess a University Degree or equivalent, have special qualifications in French and English, and be not under thirty years of age. Games and Physical Exercises a recommendation. Salary at the rate of £140 per annum.

Applications should reach me not later than November 25th.

FRANK WYATT, B.A.,
Head Master.

THE Appointment of a PROFESSOR OF ENGLISH to the COLLEGE OF HIS HIGHNESS THE MAHARAJA OF TRAVANCORE AT TRIVANDRUM.

A PROFESSOR OF ENGLISH is required for the MAHARAJA'S COLLEGE at TRIVANDRUM. The Appointment is not in the Indian Educational Service.

Candidates should be University graduates in honours and not more than 30 years of age. Special knowledge of English and Philology is an essential qualification and some experience of teaching these subjects is desirable. Experience of the residential system in force in English schools or Universities is also desirable. The selected candidate should be prepared to take part in athletics and encourage outdoor games among the students.

The salary offered is Rs. 400 a month, rising by annual increments of Rs. 50 a month to Rs. 750 a month. An allowance of Rs. 50 a month as house rent will be made, and it is possible that some initial increase of emoluments might be made in the case of a specially well qualified man.

Candidates who wish to be considered for this post should submit their applications as soon as possible, in covers marked "C.A." to the SECRETARY, Board of Education, Whitehall, London, S.W. Scottish candidates should apply to the SECRETARY, Scotch Education Department, Whitehall, London, S.W.

TYPEWRITING (Certificated).—

Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

REQUIRED, TWO MISTRESSES,

one part time, for Mathematics, Elementary Botany, History, Geography, Churchwomen. Good discipline and experience essential. Apply—Miss LEFROY, Streatham College for Girls, 254 High Road, Streatham, S.W.

RESIDENT MUSIC MISTRESS

required in January. Also a foreign lady to teach French and German. Apply—Miss PARKER-GRAY, Abbotsford, Broadstairs.

CITY OF BRADFORD EDUCATION COMMITTEE.

Wanted, an OFFICER for purposes of INSPECTION OF SCHOOLS AND INSTITUTIONS Maintained or aided by the Education Committee: to act generally under the Director of Education, and to commence duty on the 1st January, 1915.

Candidates must possess a good University Degree and have had some previous teaching experience. Age not to exceed 35. Commencing salary £300 per annum. Applications on forms to be obtained from the EDUCATION OFFICE, should reach the DIRECTOR OF EDUCATION not later than the 11th November, 1914.

Town Hall, Bradford, October 1914.

MISTRESS required in January, to

teach History throughout the School, with some French, English, and Latin. Must be Graduate, trained and experienced. Salary according to qualifications. Apply to the HEAD MISTRESS, The Tiverton Girls' School, Tiverton, Devon.

KINDERGARTEN MISTRESS

or FORM I MISTRESS with Higher Froebel Certificate required in January in a large Public School near London. Must be experienced, bright, musical, and a member of the Church of England. Address—No. 9,892.*

REQUIRED, in January, in large

private School near London. Resident MISTRESS to teach advanced English and Latin, also Geography. Must be experienced and a member of the Church of England. Address—No. 9,893.*

WANTED, for January, 1915,

MUSIC MISTRESS, L.R.A.M. or A.R.C.M. to take Piano pupils and Class Singing (Sol-fa method preferred) in large Girls' Endowed School. Address—No. 9,896.*

WANTED, Lady (with good

qualifications and capital or boarding connexion) to join Principal of good Day and Boarding School for girls in flourishing town in Kent within 25 miles of London. Address—No. 9,898.*

* Replies to these advertisements should be addressed "No.—, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a *four* stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the January Term, 1915, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS in large Girls' School in British Guiana, to teach the usual English subjects with good Mathematics up to Senior Cambridge Standard. Churchwoman with experience essential. Salary £60 res. First-class passage will be paid.—No. 1,110.

ASSISTANT MISTRESS with experience for Girls' High School near London to teach English, Botany, and, if possible, Needlework, Class Singing, or some French and History. Salary £40 to £50 res.—No. 1,286.

FORM MISTRESS with experience for Girls' High School near London, to teach History and French and Junior English. Recommendation to offer Needlework, Class Singing, or Abbott's Drawing. Salary £40 to £50 res.—No. 1,287.

SENIOR MISTRESS for High-class School for Girls in London, to teach English. Recommendation to offer Modern Geography or advanced Latin. School experience essential. Salary according to qualifications and experience. Res.—No. 1,295.

ASSISTANT MISTRESS for Private Girls' School in the West. To teach English and French, and, as subsidiary subjects, Games and Drill. Salary £30 res.—No. 1,297.

ENGLISH MISTRESS, to teach English, Literature, and Plain Sewing. Girls' Boarding School in London. Salary £40 res.—No. 1,308.

ASSISTANT MISTRESS to take charge of Girls in a Mixed School in the Midlands. Salary £150 non-resident.—No. 1,310.

ASSISTANT MISTRESS for High-class Girls' School in London, to teach English. Experience essential. A good salary offered.—No. 1,311.

MATHEMATICAL MISTRESSES.

ASSISTANT MISTRESS to teach Latin and Mathematics, and, if possible, Botany, Languages, or Music. The School is a Private Boarding School. Salary £25 to £30 res.—No. 1,299.

ASSISTANT MISTRESS with experience to teach Latin, Mathematics, and Geography, in a Girls' Private Boarding School in the West. Salary from £50 res.—No. 1,301.

ASSISTANT MISTRESS to teach good English, French, Mathematics, and Latin. Drill or Botany a recommendation. Member of the Church of England essential. Private School for Girls in the North of England. Salary £40 res.—No. 1,305.

ASSISTANT MISTRESS for Boys' Preparatory School on the South-East Coast to teach Mathematics, History, and Geography. Salary according to qualifications and experience.—No. 1,316.

KINDERGARTEN AND LOWER FORM MISTRESSES.

KINDERGARTEN MISTRESS to take charge of the Kindergarten and instruct two Students in the Theory and Practice of Kindergarten, in a Private Day and Boarding School in South Africa. Salary £75 res. Second-class passage paid on a three years' agreement.—No. 535.

ASSISTANT MISTRESS to take young children, 5 to 8 years, in usual Form Subjects and some Handwork, in a Day School near London. Salary £30 res.—No. 1,306.

KINDERGARTEN MISTRESS for a Private Girls' School in the North of England, to teach Kindergarten subjects, Games, and Drill. Salary £42 res.—No. 1,314.

MODERN LANGUAGE AND FOREIGN MISTRESSES.

LANGUAGE MISTRESS for Private School in the North of England for Girls, to teach French and German. Salary £40 to £50 res.—No. 1,187.

MODERN LANGUAGE MISTRESS to teach French and German in an important School in the Midlands. Salary £40 to £50 res., rising to £80.—No. 1,284.

ASSISTANT MISTRESS to teach French and English. German a recommendation. In a Good-class Private School for Girls on the South Coast. Salary £30 res.—No. 1,294.

FOREIGN MISTRESS to teach Adults, in a School near London. Salary £80 non-res.—No. 1,312.

MUSIC AND ART MISTRESSES.

ART MISTRESS for High-class School for Girls in the Midlands. Able also to teach Needlework. Salary £60 res.—No. 1,039.

ART MISTRESS, able also to offer Music and Geography if possible, for a Private Boarding School in the North. Salary £45 to £50 res.—No. 1,265.

MUSIC MISTRESS to teach Piano, with training in Matthey System, also able to teach Aural culture and lecture in Musical Appreciation. Experience essential. Large Boarding and Day School in South Africa. Salary £100 to £120 res. Passage paid out.—No. 1,289.

MUSIC AND ART MISTRESSES— continued.

MUSIC MISTRESS to teach Piano, Theory, and Class Singing. School experience necessary. Private Boarding and Day School in London. Salary £50 res.—No. 1,307.

ASSISTANT MISTRESS to teach Music, Drawing, and German, and either English or French in a Boys' Preparatory School in Ireland. Salary £50 res.—No. 1,309.

MUSIC MISTRESS to teach Piano, Singing, and elementary subjects in Boys' Preparatory School in the Midlands. Experience essential. Salary according to qualifications and experience. Res.—No. 1,315.

GYMNASTIC AND GAMES MISTRESSES.

GYMNASTIC MISTRESS for Private Boarding and Day School in the South of England, to teach Drill, and, if possible, some other subject, preferably Elocution. Salary £25 to £30 res.—No. 1,189.

SWEDISH GYMNASTIC MISTRESS for a Training School in London. The Mistress must have a Government Certificate of Denmark or Sweden, and be able to prepare Students for Examination. Salary £45 to £50 non-res.—No. 1,292.

MATRONS, HOUSEMISTRESSES.

MATRON with some Hospital training for Private School in the North. Salary £35 res.—No. 1,241.

MATRON HOUSEMISTRESS who has had experience of school life, for important School in the Midlands. Age over 35. Salary £40 to £50 res.—No. 1,285.

MATRON, for Junior House in an important School in the Midlands, with experience with dealing with young children, and some hospital training. Salary £40 res.—No. 1,296.

MATRON for Private Boarding School in the Midlands. Salary £35 res.—No. 1,298.

NURSE MATRON for Good-class School in London. Hospital training essential. Salary £40 to £50 res.—No. 1,313.

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KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, TONBRIDGE.

Required, in January, an ASSISTANT MISTRESS to teach Mathematics, subsidiary subject French. Initial salary £100-£120 per annum according to qualifications and experience.

Forms of application and scale of salaries may be obtained from Mr. T. NEWSOME, Technical Institute, Tonbridge. Applications should be returned to the Head Mistress, Miss J. R. TAYLOR, County School for Girls, Tonbridge, not later than Monday, 16th November.

Canvassing will be considered a disqualification.

By order of the Committee.

FRAS. W. CROOK,
Sessions House, Maidstone. Secretary.
27th October, 1914.

COUNTY BOROUGH OF ROTHERHAM EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS.

Principal: Miss F. STURDICK, M.A.

Wanted, in January, a MISTRESS to take HISTORY throughout the School. Degree, training, and experience in a Secondary School essential. Salary £130 per annum.

Applications, on forms to be obtained from this Office, to be returned to the undersigned not later than Monday, the 9th November, 1914.

JAS. A. MAIR,
Education Offices, Rotherham. Secretary for Education.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Wanted for the beginning of February, 1915, a SENIOR MUSIC MISTRESS, L.R.A.M. or A.R.C.M., trained on Matthey method, to teach advanced Pianoforte, Theory and Harmony, Aural Culture (Stewart Macpherson), and Musical Appreciation. Experience essential. Salary £100, £110, and £120 in 3 successive years with board and residence, holidays included if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, with copies of testimonials, names of personal referees, and full particulars as to age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

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KENDRICK GIRLS' SCHOOL, READING.—Wanted, in January, a MISTRESS to teach French and some Latin. Degree essential. Salary £120. Apply to the HEAD MISTRESS.

RESIDENT ENGLISH MISTRESS required, over 24. Experienced. Preparation for Locals. Essentials: Modern Geography, Drill. Pianoforte desirable. Churchwoman. State subjects offered and salary required to Miss LUCAS, Wakefield House School, Norwich.

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BARR'S HILL SECONDARY SCHOOL.

Wanted, an ASSISTANT MISTRESS to commence duties in January next. Applicants must possess a University Degree (or equivalent qualifications) as well as good Secondary school experience or training, and be specially qualified to teach German. Preference will be given to candidates able to offer good French on modern lines as a subsidiary subject. Commencing salary according to training and experience, but not to exceed £130 per annum, rising by annual increments, subject to satisfactory service, to £140 per annum.

Wanted also, an INSTRUCTRESS OF DOMESTIC SUBJECTS, qualified to teach Cookery and Needlework. The candidate appointed will be required to supervise the preparation of the school meals, further particulars of which duty will be furnished on application. Salary £120 per annum.

Form of application, &c., which must be returned as soon as possible, may be obtained from the undersigned. The appointment desired should be stated.

FREDK. HORNER,
Education Office, Coventry. Secretary.
28th October, 1914.

NORTHUMBERLAND.

BLYTH SECONDARY SCHOOL.

The Governors of the above School invite applications for the position of HEAD MISTRESS to commence duties in January next. Applicants should possess a University Degree and have had good experience in Secondary Schools.

The commencing salary is £210, rising by annual increments of £10 to £250. An additional £20 is contributed by the Northumberland Education Authority in respect of a deferred annuity providing the Lady appointed contributes a like sum.

Applications should be made on a special form supplied by the undersigned on receipt of a stamped foolscap envelope, and should be returned, together with copies of recent testimonials, not later than Monday, November 9th, 1914.

THOS. R. GUTHRIE,
Bridge Street, Blyth. Clerk to the Governors.

CITY OF HULL EDUCATION COMMITTEE.

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J. T. RILEY, D.Sc.,
Education Offices, Director of Education.
Albion Street, Hull.
22nd October, 1914.

MALVERN COLLEGE FOR GIRLS.

Wanted, in January, 1915:—(1) MODERN LANGUAGE MISTRESS to teach French and German to Scholarship standard and take charge of a Form. Residence abroad and good experience in English Boarding Schools essential. Degree or equivalent. (2) LADY MATRON. Housekeeping experience in Girls' Boarding Schools essential. Salaries according to qualifications. Apply—SECRETARY.

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Experienced Mistress for general English, History, Scripture, &c. Graduate preferred. Churchwoman. First class School in London. Salary £70 to £80 resident.—No. 279.

Assistant Mistress for Elocution and some other subject, preferably Piano. Good training preferred. Salary from £60 resident. Large high-class Boarding School.—No. 284.

Language Mistress with degree if possible, to teach German throughout the School and help with French. Must have resided abroad. Fair salary resident. Large and important Boarding and Day School.—No. 286.

Assistant Mistress to teach Latin, Mathematics, and Geography. Salary from £50 resident.—265.

Language Mistress to teach German up to Higher Local Standard and help with Junior English. Some Music and Games a recommendation. Churchwoman. Salary £60 resident.—No. 269.

South Africa.—Music Mistress who has been trained in the Matthey method. L.R.A.M. or A.R.C. Experienced. Commencing salary £100 resident. Passage paid.—No. 250.

Mistress for Geography and History on modern lines, and Arithmetic to London Matric. Standard. Fair salary resident.—No. 259.

Assistant Mistress for History, Modern Geography, and, if possible, Nature Study. Training or experience necessary. High-class Home School. Salary £70 resident.—No. 292.

Language Mistress for good fluent German. Must have resided in Germany. High-class School near London. Salary £50 resident.—No. 290.

Music Mistress who must be a good all round Musician. Violin a recommendation. Salary £50 resident.—No. 282.

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Music Mistress for Piano, Theory, Harmony, Solo and Class Singing. High-class Boarding School. Good salary resident.—No. 278.

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Senior Mistress for Secondary Co-educational School in Eastern County, to teach English Language and Literature. University woman with experience essential. Non-res. £140 to £150, rising to £180.—A 44544.

History Lecturer for Church High School in India. Graduate and Churchwoman essential. Res. £100 and passage.—A 44668.

Assistant Mistress for Public School in Midlands, to teach English and French in the Middle School. Must be musical. Experience or training essential and Degree preferred. Non-res. about £110.—A 44612.

Assistant Mistress for Australia, to teach History, English, and Geography. Experience or training essential and graduate preferred. Res. £70 to £80. Passage money refunded on arrival.—A 44553.

Assistant Mistress to be responsible for Junior School in high-class Private School in London. Good teacher and organizer essential, with Froebel or other training. Res. £60 to £70.—A 44672.

Lower Form Mistress for Endowed Girls' High School near London, to teach English, Mathematics, and Nature Study. Secondary training essential with Cambridge Higher Local or equivalent. Non res. £100, rising to £120.—A 44500.

Assistant Mistress for high-class Private School in South of England, to teach History, Geography, Junior Nature Study, and Swedish Drilling. Degree or other good qualifications with experience or training and Churchwoman essential. Res. £60 to £70.—A 44583.

Assistant Mistress in large Private School in London, to teach English Language and Literature, Latin, and Geography to Higher Local standard. Churchwoman and experience essential. Res. about £60.—A 44577.

Assistant Mistress for large Private Day School on North-West Coast of England, to teach Latin, and Mathematics. Degree essential. Res. £45 increasing.—A 44569.

Assistant Mistress for high-class Private School near London, to teach Geography on modern lines, also Ablett's Drawing. Experience in similar school practically essential. Res. good salary.—A 44575.

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RESEARCH IN EDUCATION.

By ALEX. MORGAN, M.A., D.Sc., Edinburgh.

WE hear a great deal at the present day about the progress of modern education, but it is advance along the lines of educational organization and procedure that is meant rather than in the underlying theory and principles of education. In the scientific study of these, indeed, the progress made here and in other lands has been disappointingly small. A certain amount of knowledge of the ideals, aims, and methods of education has been collected, but the method of arriving at educational principles has never been carefully studied. In our Universities and Training Colleges, and on our educational platforms, we get plenty of unproved theory, plenty of dogmatic assertion, but there is an almost total disregard of how the views so confidently expressed have been reached. It is the same with our educational literature. Take any of the works on the theory of education published during the past twenty or thirty years. Many of them are exceedingly able and highly valued, but it is no injustice to say that, with few exceptions, they show a total disregard of scientific method. Principles are assumed without proof or are supported, at most, by casual observation and introspective philosophizing, and from these insecure data conclusions are deduced without being put to the test of verification in actual practice. There has been too much juggling with theories which have been repeated so often as to seem established truths. As someone has said, "the whole educational trade does its business to-day with small coin," and, we may add, care has not always been taken to see that the coin rings true.

If more attention had been paid to the establishment of fundamentals and, if there had been more careful scrutiny and testing of results, there would have been, perhaps, less change, but more progress, in education. For want of scientific procedure we have substituted a process of trial and error, often on a national scale—a method both wasteful and slow and unworthy of an age of science. It is little wonder that we find in the history of education the same problems recurring again and again, each solution in turn having failed to stand the test of experience because of the unscientific method, or total want of method, by which it was arrived at. Take, for example, the curriculum, whether of the primary or secondary school. How many vicissitudes has it undergone even in recent years, and how far do we yet seem from a satisfactory solution of it yet? Or take any subject in the curriculum—take reading or writing or arithmetic or grammar or spelling. How many specific methods within our own memory have been advocated one after the other, or sometimes together, for teaching these subjects, and experience has proved them erroneous? So long as the discussion remains in the region of mere opinion or is based on a restatement of obsolete data, we cannot hope for the settlement of old controversies. Nothing but first-hand observations and the study of well ascertained facts can lead to their solution.

But in the study of education we are in a transition period, and are entering upon a new and more fruitful era. Workers in every branch of knowledge have begun to apply scientific method to their particular field, and this is beginning to be applied in turn to the problems of education. The old belief that the laws of mind and the processes of mental development lie beyond the reach of scientific inquiry has been proved to be erroneous by the successful application of experimental methods to the investigation of all kinds of mental phenomena. And so the foundations of a science of education are at length being laid, and a part of the superstructure is already being reared upon them. The work is going on rapidly in the psychological and pedagogical laboratories of France, Germany, Italy, Belgium, Russia, and the United States. The Universities of this country have not yet taken their due share in the work. As compared with those of other countries they were quite inadequately staffed and equipped for the modern demands of educational study.

We cannot remain content with the present condition of things.

In the scientific study of any subject there are two possible methods of procedure. We may start from certain well established general principles, deduce the applications of these to particular cases, and verify the conclusions by decisive experiments. This method, universally known as the deductive method, has been applied with great laxity to education in the past. Through it, too often, descriptive generalities, which we have been pleased to call laws, have been invented or assumed, and sometimes principles of physiology, psychology, sociology, or ethics have been pressed into the service of education without considering first their applicability in the new field. From these doubtful premises conclusions have been drawn and adopted as a guide to educational practice without having been tested under ordinary working conditions. It is little wonder that there has been such a disproportion between the amount of writing on education and of progress in education.

But now education is departing from the old *a priori* methods of deduction so loosely applied, and is adopting the surer and more scientific methods of observation, induction, and experimental testing under school conditions of the conclusions reached. We hear a good deal in these days about experimental pedagogy and pedagogical research, and we shall hear much more of them in the future. They are additions to our educational vocabulary that have come to stay. They mark the passing of the old loose empirical methods and the substitution for them of the quantitative and qualitative methods of exact science. Education has at length fairly entered upon the stage of scientific method. As Prof. John Adams very aptly said in his Presidential Address to the Education Section of the British Association in 1912, "we are passing from an appeal to experience to an appeal to experiment," and the application of mathematical methods to the statistics collected has produced a quantitative exactness that a few years ago would have been considered impossible. It is safe to say that in the near future every up-to-date University will have established full courses in experimental psychology and experimental pedagogy, with laboratory equipment on thoroughly scientific lines.

Already a large amount of work has been done and many facts in connexion with education and teaching have been established and are being correlated and organized into a science of education. Important investigations, for instance, have been made by Binet and others with a view to obtaining tests by which to determine readily the degree of intelligence of children. Convenient and reliable tests of this kind, if obtained, would be of great practical importance in enabling us to grade children in schools with exactness, and in securing thereby their fuller intellectual and moral development. For years there has been great difference of opinion regarding memory. All agree as to the importance of cultivating it, but some maintain that it cannot be trained, without being able, however, to give proof of their contention. Recently the matter has been investigated experimentally by Meumann and others, and it has been demonstrated that memory can be trained, that certain modes of learning by heart are more efficacious for this purpose than others, and that improvement of memory acquired in one subject may be transferred to other subjects also. But there are scores of other questions with regard to memory of great importance in the daily work of education that still have to be investigated by exact objective methods, and not answered merely according to individual experience or individual opinion.

Closely connected with memory is attention, and results of great value to education have been obtained in experiments carried out with a view to determining an objective standard by which to measure this power, the conditions on which it depends, the best means of furthering it, and the effect of distraction on children at different ages. Much quantitative observation has been made in connexion with the instinctive tendencies of children, the periods of greatest activity of these tendencies, and their function in education. Many methods of teaching spelling exist, and the efficacy of these has recently

been investigated. According to experiments carried out by Mr. Drever in the Pedagogical Laboratory and Observation School of Edinburgh Provincial Training College, it seems that dictation is not merely useless, but positively harmful, as a method of teaching spelling to young children, and that even as a test of spelling it is open to serious objection if employed with children before about the age of twelve. Transcription as ordinarily practised in schools is open to similar objections. Indeed, according to Mr. Drever's experiments, the fact seems to be that so long as the mere work of writing requires effort by the pupil, because of its not having become sufficiently mechanical, the use of writing as a means of teaching spelling is very slight. We need not do more than refer to the important results of the experimental work done by Mosso and others in connexion with fatigue. One of the most recent investigations on this subject is Mr. W. H. Winch's "Measurements of Fatigue in Adolescent Pupils in Evening Schools in London," and he has proved that the work done in these schools is to a large extent wasted because of the lack of freshness of the pupils.

These are only one or two illustrations of the attempts that have been made in recent times to treat the problems of education scientifically. They are little more than beginnings, but they show that we have already gone a considerable distance on our way in building up a body of well ascertained knowledge necessary for the establishment of a science of education. But more knowledge and more organized investigation of educational problems are imperatively required to give a more exact basis for the educational treatment of childhood. Hundreds of questions affecting the work of the schools are being asked every day, and to these we cannot give a reply without further scientific inquiry. We want, for example, exhaustive qualitative and quantitative observations of each of the general mental powers—of perception and discrimination, of apperception and the range of ideas, of attention and memory, of thinking and imagery, of emotion and volition; we want exact determinations of the different types of children with respect to these powers, the psychological differences in children, the differences between the normal and subnormal child, sex differences. We want to know to what extent the intellectual and moral differences revealed are dependent upon the original endowment of the child, and to what extent upon his physical, intellectual, and social environment. We still require exact knowledge of the specific psychological processes involved in reading, writing, spelling, arithmetic, &c. We are finding out that these processes are not nearly so simple as we used to imagine in our theory, and still erroneously assume in our practice. The doctrine of formal training requires further investigation, for psychologists have disturbed our naive faith in the transference of power from one field of mental activity to another, and in the value of certain traditional school subjects in furnishing mental gymnastics beneficial at one and the same time to all the powers of the mind. Again, a good deal of experimentation is still necessary to ascertain how best to teach children to study for themselves. While they are yet at school we must start them in the right way of learning things for themselves, and so render them, as far as possible, capable of self-direction in study during and after school life. We require investigations to find out what are the most effective means of study for children of various types and ages. Are there both general principles of study and special rules applicable to each subject?

One of the crying needs of present-day education is a scientific theory of the curriculum. For lack of regulating principles founded upon exact investigations, and not as heretofore upon *a priori* assumptions, we have in the choice of material for education been too much at the mercy of chance influences or prejudices, or the requirements of education codes which had to be satisfied with the least possible expenditure of time and money. Until comparatively modern times primary instruction was confined too exclusively to the formalities of reading, writing, and arithmetic. Then came the recent awakening of the public mind to the importance of education, and, in response to the demands for a richer and more useful curriculum, subject after subject has been added

to it until it has become dangerously overburdened. It is much the same in secondary education, and we have had, in addition, unending discussion regarding the respective merits of classical, scientific, and commercial education. These things will go on so long as we employ arguments based mostly on opinion and personal prejudices and have no scientifically established principles to furnish criteria for the inclusion or rejection of subjects of study. Until we have these it is futile to talk about a science of education or a profession of teaching. We shall be regarded as empiricists and not as the expounders of a science.

To establish a scientific theory of the curriculum we require (1) investigations regarding the mental, moral, and physical nature of the being to be educated. The educand, as Prof. Adams calls him, is the indispensable factor in education, and one of the prime objects of a scientific curriculum should be to present the right ideas just at the time when his mind and nature are ready for them. (2) Next we must clear up our ideas regarding the effect we are seeking to produce by the curriculum. Is it knowledge or utility or mental discipline or complete living, or is it the more mundane object of enabling a pupil to win a prize or to pass in some competitive examination? A scientific curriculum must have a definite purpose in view. The educator must know what he is aiming at. Vague general ideas regarding this have done much harm in the past. (3) To complete the scientific theory of the curriculum we must determine the subject-matter to be utilized. Supposing the nature of the child and the aims of education determined, the vital question is, What is the best form of intellectual food, and the quantity and quality of it to be administered at the different stages of growth so that it may be assimilated and successfully introduced into the intellectual circulation with the minimum of effort and waste? In the present condition of pedagogic science it is wise not to commit ourselves to abstract theories regarding the what, the when, and the how of the different branches of the curriculum. We require yet much patient investigation of the relative values and relative functions of the various subjects for the purposes of education. Until this is done we must regard much of our present belief and practice only as provisional, and as open to revision when we have been able to draw safe conclusions from a wide range of carefully planned educational experiments.

This review of the need of research into educational problems is necessarily, under the limitations of an article like the present, very incomplete. We have not, for instance, touched upon the problems pressing for investigation in the sociological, ethical, physiological, and medical aspects of education, which are certainly not less important than the psychological. Organized research is required in nearly every phase and form of education. We agree with Dr. F. H. Hayward ("The Secret of Herbart," page 19) that "education is one of the most illimitable, untrodden, and promising fields of research that can anywhere be found. Instead of there being nothing, there is almost everything for us to learn. Instead of having wellnigh reached its perfection and climax, it has scarcely yet entered upon the career that is bound to be ultimately so victorious." There is an international struggle for educational supremacy, and we cannot afford to be indifferent to the great activity in educational research abroad. In the pedagogical laboratories of Stanley Hall, Whipple, and Witmer in America, of Wundt, Ziller, Rein, Lay, and Meumann in Germany, of Binet and Ribot in France, of Messmer and Claparède in Switzerland, of Schuyten in Belgium, of Mosso, Ferrari, and de Sanctis in Italy, and of Sikorsky in Russia, results of great value to the nascent science of education have been obtained. What have we in this country to put alongside of these? Reports on the subject by a Committee of the British Association from 1910 onwards show the lamentably neglected condition of experimental pedagogy in Britain. Enthusiasts, such as Dr. Myers in Cambridge, Karl Pearson, Spearman, and Winch in London, Burt in Liverpool, McIntyre in Aberdeen, Drever in Edinburgh, Valentine in Dundee, and Watt in Glasgow, are doing their best with the totally inadequate resources at their disposal.

But a great change must come over our University Depart-

ments of Education before we can hope for a thoroughly scientific investigation of our pressing educational problems. These departments are in nearly every case insufficiently manned for the amount of teaching necessary in connexion with them, let alone research. We cannot expect one professor or lecturer in education to possess the energy to instruct the ordinary students in a systematic and thorough manner, and to be at the same time an original investigator, inspiring and guiding his advanced students in research work. And yet, unless this is done, his department is failing to perform one of its essential functions. Fichte, in his essay advocating the founding of the University of Berlin, said that a University is not a place where instruction is given, but an institution for the training of experts in the art of making knowledge, and that this end is best attained by the association of the student with his professor in the inquiries which the latter initiates and pursues. Lord Curzon, as Chancellor of Oxford University, expressed the same opinion in his work on "University Reform." "It is now," he said, "an accepted axiom that it is a portion of the duty of the oldest Universities to train their members for the exploration of the remote as well as the survey of well trodden fields." The spirit of independent inquiry should dominate all University teaching and learning, and unless a University is arousing this spirit in its students it is falling short of the University ideal.

Not only are the Education Departments in our Universities understaffed: there is an almost total absence in them of apparatus, equipment, laboratories, libraries and other facilities for research, and of Scholarships and Fellowships for the endowment of research in education. There is here assuredly ample scope for the generosity of pious benefactors of learning. Meanwhile, nearly all that is necessary could be obtained by a closer co-ordination and co-operation of the Universities with the professional colleges for teachers at their doors. This is pre-eminently the case in Scotland, where the connexion between the Universities and the training colleges is so close. With a little reorganization in each centre, the combined resources of the two institutions could furnish a fairly complete equipment, not only for research in education, but for the courses necessary for a degree in education as a basis and incentive to research.

Of course, we are not blind to the dangers and difficulties incident to research. Much that is dignified at the present time with the name of research is of no account. To rearrange and serve up in a new and, it may be, useful form results already obtained is one thing, to add to our knowledge of the subject is another. Restating second-hand data, however diligently collected and effectively presented, is not research in any true sense—it is merely the addition of a new statement of old facts to a world already overstocked with that sort of thing. Again, ability for research is not everyone's gift, or, as someone has said, "the study of origins is not every man's business"—the power to make discoveries is given to few. We could not make researchers of every student even if we tried. For the great majority of University students of education it is sufficient to teach them the subject in such a way as to show them how the principles have been derived and how they may be verified. The minority with gifts for research—and the number is larger than some suppose—must be given a careful training in psychological laboratory work and in the methods of scientific investigation. They must be taught the danger of generalizing from an insufficient number of cases, the danger of allowing the subjective element to lead them astray, and they must learn to test in every instance the results founded on their experiments and observations. Only when such tests have been applied by different experimenters, working under different conditions from the original experimenter, can the results be accepted as established. Finally, we must guard against the danger of emphasizing unduly the utilitarian side of research in education or, indeed, in any subject. Haste in drawing conclusions and in making practical application of these conclusions only brings a subject into discredit. In building up the science of education we should not limit our investigations to what is likely to be immediately profitable and practically advantageous. The researches,

while made with a definite aim, should range over a wide field, and be made only with the disinterested object of reorganizing education on a scientific basis. The real strength of every new movement lies, not in the desire for startling or profitable results, but in the devotion it engenders to the cause of truth. The cultivation of such a spirit—it is the scientific spirit—would uphold the individual workers, would influence professional sentiment, and would make educators feel one with the great body of scientific workers searching out patiently the secrets of Nature in every field.

THE HISTORY OF EDUCATION AND THE TRAINING OF TEACHERS IN OUR UNIVERSITIES.

By A. J. MONAHAN.

THE recent publication of a number of Educational Classics, edited in the main by Professors of Education in our Universities,* has raised once again a protest against the devotion of time to such antiquarian lore on the part of men whose primary function is said to be the training of students for the specific work of teaching. It is felt that this task would be better accomplished by recourse to the wisdom of the present rather than by a revival of the wisdom of the past. For the teacher as for the engineer, science, and not history, should offer a theoretical basis for the practice of his profession.

Such criticism ignores the fact that the history of education is but one branch of the training in theory which students receive. In other courses an attempt is made to give the best that our age has achieved in its thought on the manifold problems which the educator has to face. Professors do not carry on the work of training single-handed: the co-operation of colleagues is essential. If it happen that in the distribution of duties the professor himself takes charge of the history course—and it is by no means always so—that does not make a history-ridden department. The actual position is intermediate between a complete absorption in the subject and its entire suppression. The latter alternative is rejected on the ground that a knowledge of the development of educational ideals and practice in their interrelation equips the student with an insight into the meaning of education which he cannot gain so well in any other way. This brings us to two questions which critics are apt to raise: (1) Can such a development be fairly exhibited? and (2) In what way does it help the immediate business in hand?

It is not always clear what conception of development is in the critic's mind. Development may be taken as implying improvement, and then the most improved form is held to be alone worthy of practical consideration. Such is the attitude in applied science where evolution is primarily a successive perfecting of thought as an instrument for controlling and shaping forces and materials which can neither be augmented nor diminished. It is customary in many quarters to adopt a similar view in education. Mechanism and—by implication, if not avowedly—materialism are the categories of those whose educational ideal is a dossier of index numbers which, for the individual, will "measure such educational forces as the teacher's interest in his work, or the ingenuity of his questions, and such educational products as knowledge of arithmetic, enjoyment of music, ability to write English, ability to manage wood-working tools, and the like." For such a view the idea of development implies a causal series useless and, indeed, impossible to trace. That, however, does not matter, since what is wanted is not the power to trace the countless transformations of the past, but a measure of the present status of the individual, which, we are assured, will one day be capable

of exact determination. Apart from the fact that such so-called scientific exactitude of measurement is often the ascription of an arbitrary value to subjective states and the use of this as though it had the constancy of a purely physical unit, we prefer to follow Prof. James Ward in adopting the distinction of Kant between the Realm of Nature and the Realm of Ends, "assigning to the former as its characteristic mark the notion of 'empirical necessity,' to the latter that of 'practical freedom.'" The task, then, of the historian is to trace the inter-action of the two realms from age to age, and to show how one age is conditioned by another without necessarily issuing from it in any mechanical way. Now it is possible to attempt this from various standpoints, and, among them, from that of education.

Such an attempt will be organic rather than mechanical or classificatory. It is unfortunate that so far in England historians of education in their published work have preferred to avoid the enormous difficulties of such a task by tackling it on easier lines. The first tendency was purely biographical, and the connexion signalized between eminent men was in danger of being more fanciful than vital. That this tendency still persists in many quarters we would not venture to deny. But a more influential tendency has obtained currency, and has, unhappily, received the sanction of Prof. Adams in his misnamed work, "The Evolution of Educational Theory." The idea of an evolution is there frankly abandoned; Plato is apparently the great stumbling-block. In its place we are given "typical beats in the rhythm of educational theory." This involves classification, and hence labels. The work then ceases to be a history—although in a historical series—and becomes a collection of essays on current educational views with historical illustrations. A similar method is adopted by Prof. Dugas in "Le problème de l'éducation." Such treatment is not without a value of its own, but it is not history.

In order to exhibit the development of education, doctrine and practice must not be separated, and both alike must be given the setting of their times. Conditions—social, economic, political, and religious—should be examined in their bearing on ideals and practice, and the many influences which have wrought change, whether for good or for evil, should be seen as living forces in the lives of men. But does such a history of education exist? Frankly, no; but in the making, yes. There is a wealth of material available from general sources for the setting, and in German, French, and English an abundance of monographs on separate topics. In England, however, much original research is waiting to be done. Nevertheless, in our Universities, since they are especially in question, it is true to say that much more than enough is available to give to young students a valuable outline of the development of education in the sense defined.

We may next ask whether this development can be so set before students destined to teach the young as to be of value to them in the exercise of their profession. It will be agreed that the teacher stands in need of culture and of the breadth of view which culture in part connotes; for it is notorious that school work tends to a narrowness of outlook against which even the cultured man may have to make a strenuous effort, and to which men already of contracted vision contentedly succumb. Through the history of education there is exerted on the student a humanizing influence, which has the added advantage of being in close relation to his future work. In other subjects the free and large-hearted pursuit of a special interest may render irksome the well worn elements which come to be handled in the classroom with a purely habitual skill. What is needed, in order to avoid the menace of distaste and drudgery, is a deep and lasting impression of the functions of education in the life of the community, and this cannot be given as an intellectual conception. The mind of the student must be familiarized with it in so many concrete forms that it becomes at last a way of looking at education as it is embedded in the general life and institutions of any given society which makes the student alive to all its human and social aspects. Thus technical skill acquired is seen to be a means to large ends, which are not exhausted by the merely personal, however necessary or praiseworthy these

* "Educational Classics." General Editor: Prof. J. W. Adamson. (Edward Arnold.)

may be. It is an ill day for a State when educational interests are never furthered outside the narrow path of promotion.

Now, to take the situation as it is, this broader view of education, not only intellectually conceived, but absorbed into the personality of the student as an habitual attitude, can be best achieved by a study of the history of education. There many-sided conceptions of life are seen confronting and challenging one another, thwarted or furthered by conditions that can be grasped in their reciprocal relations in a manner that is impossible to observers of present-day struggles in which, though analogous elements are often involved, men are without the clue of history to their fate. It is no wordy warfare in which humanism combats realism and culture trounces vocation, and idealism dismisses mechanism with contempt, but an actual, if slow, campaign in which decisive victories are few, but in the following of which much may be learned of the limitations and possibilities of human activity and aspiration. Contrast this with the controversies of the day, where every skirmish seems a battle and every battle an Armageddon, but where to be thrice slain rarely robs a cause of its vitality. To plunge straight away into the unsolved educational questions which seem to some men the only things worth caring for is to engage at once the social, political, and religious prejudices which students have imbibed at home or elsewhere and to run the risk of a premature partisanship; for, if the professor of education simulates a cold impartiality, he is not likely to arouse the warm interest at which he aims and he may easily distil into his instruction an easy scepticism. Moreover, he cannot ignore the fact that he holds a position of trust, which precludes propaganda. He must, therefore, in some cases stultify his own sympathies or incur the wrath of the State. There has been trouble in France. It would be deplorable if here, too, the convinced believer in the solidarity of a proletariat world should be on the watch for the first opportunity to preach *l'école sans patrie*, or if the secularist should feel the rebellion of compulsorily closed lips when he would fain speak of *l'école sans Dieu*. There is the outlet of a free press and of adult discussion for private opinion, but full liberty of expression must be curtailed in training for a State service.

Truth to tell, the atmosphere of controversy tends from its very nature to be inimical to breadth of view. There are, of course, controverted points of purely professional import, and these must be dealt with as such points usually are on the frontier line which divides knowledge from conjecture or partially established truth. But, for the rest, while it is well that our youth should be intelligently alert to socialism, to new theologies, and to other developments of our surging creative life, especially as they bear on their chosen vocation, it is in University societies and in individual converse rather than in the classroom that the meaning of these movements should be thrashed out.

Are we, then, to stop short just where our studies seem to impinge upon the real interests of current life? By no means. But, if we would avoid partiality and prejudice and the clouding dust of passion, we shall approach the present gradually, through its historical antecedents, leaving vital issues well defined, but without *parti pris*. It is the method experience approves in teaching economics, political theory, and philosophy where the same difficulty is encountered and for analogous reasons. It is a thousand pities that a young student should approach the religious difficulty through the latest fracas in the religious world; that his only notions of the educational activity of the local council should come from the party differences in which his friends delight; that he should look upon the school as a place to burn into young minds the sullen sorrows of the poor or to make them forget home squalor in the glory of an imperial heritage. The *Revue Pédagogique* for September notes as a profound change in English thought the plea of Mr. Paton that "higher education is not for those who have the purse to afford it, but for those who have the brains to profit by it." This is a Platonic sentiment which may not be so acceptable to those who pay and have not been asked whether they are willing to forgo the differential advantage which payment brings them. A student

from the middle class could scarcely hear it for the first time without a bias in its favour, and would probably listen to any criticism of its truth with incredulous impatience. But he would receive it in a wholly different frame of mind when reached as the outcome of a progress in which other interests and claims are presented in their historic influence and not as serving the purpose of polemic.

So we claim as an outcome of the study of the history of education a certain balance of judgment in the presence of current problems which, perhaps, can hardly be reached so well in any other way. To go back even no further than Rousseau, and to follow the fortunes of education as doctrine and as social activity, gives an insight into the clashing tendencies of to-day which makes it easier to estimate their force and direction. The curse of modern life is the itch to be in the front line, where it is the height of good form to mete out derisive contempt to anything that has ceased to be a nine-days' wonder. Emissaries scour the world in search of something new, and many have grafted it on the old before reflection and experience have proved it true. Rome is brought to London and looks oddly out of place without Italian skies. In the cautious historical spirit, the complexity of the problem and the dangers of rash enthusiasms have become ingrained. At the same time, the rewards of prudent boldness, of critical acceptance and rejection—in short, of the open and resolute mind—are spread before the eye. This, we take it, is the true attitude to change.

It may be granted freely that the principles of education form a body of doctrine which need not be set forth with the pedantry of historical reference and parallel; but that a fresh study of original sources will be necessarily fruitless and misleading is by no means to be taken for granted. How much of value may be gleaned by an expert and philosophic mind, and then transformed into a doctrine fitting for modern times, may be realized by anyone who will read Prof. Natorp's "*Sozialpädagogik*," a work on education as profound and suggestive as any of recent times. For young students, however, the history of education serves a different purpose. It reveals to them principles as they have been variously coloured, advanced, or thwarted by the changing phases of a real world, and that alone should suffice to secure for it a place in normal training.

POST-PRIMARY EDUCATION IN WESTERN AUSTRALIA.

By V. I. CHOMLEY.

WHEN we hear so much of blind alleys in connexion with the employment of children who have passed the age of compulsory school attendance, and when so many efforts are being made to provide some further education, it may be not uninteresting to note what is doing in a new country like Western Australia. The normal age for compulsory attendance is fourteen, but children over twelve may obtain from the Minister of Education total or partial exemption on account of the poverty or sickness of their parents. Such exemptions, however, are very few. In a country with an area of 975,920 square miles and a scattered population of 300,000 it must be a costly and difficult matter to gather into the educational drag-net anything like all the children of the community. There will necessarily be a large number of small, and therefore relatively expensive, schools. It may be noted that, in schools with over twenty children, the cost per head of average attendance is about £5. 5s., as against £9. 9s. for schools with less than twenty. The Government has resort to various devices, more or less satisfactory, more or less makeshift. There are, e.g., provisional schools with between ten and twenty children, and sparsely peopled district schools with an average of about four children to each. The latter get a capitation grant of £7 per head (on the gold-fields it is £8. 10s.) on condition that the settlers guarantee enough to

bring the teacher's salary up to £60 (to which the Government may add a £10 for age allowance). The Government provides the buildings. Half-time schools are established where two communities, neither of them able to provide more than ten school children, are near enough for a teacher to divide the work between them. The State expends on education, out of a revenue of £4,000,000, about £260,000, or 17s. 8d. per head of population—a considerable increase in 1912 on the previous year.

Of the increase a part (£18,700) goes in salaries; the schools are better staffed and the teachers better paid. The minimum salary for men or women is now £110, where a few years ago it was £80 for men and £60 for women. For head teachers in schools of the first class—i.e. with 500 in attendance—salaries for men are from £380 to £450, with quarters, and for women £320 to £370. But the increased expenditure of the Department goes only in part to salaries. Children who live beyond the radius of compulsory attendance (two miles for children under nine, and three miles for those over nine) are, where possible, driven to school, and under this head there has been an increase of £1,100.

1912 saw the inauguration of a system of training for the teachers of small country schools (with only one teacher), for which it is recognized that special qualifications are needed. Applications are invited from those, whether (untrained) teachers already in the service or desirous of entering it, who wish to undertake this work. From the applicants the most promising are selected and given six months at the training college, twenty-five at a time, receiving a small allowance, or, in the case of the Department's teachers, half-pay.

Practice for such students is provided in two small model schools under specially chosen teachers. Six months is a very short time for such training, and none of the authorities is under any illusion on that point, but it is a very great deal better than nothing, and those to whom it is offered having had either the ordinary training or some previous experience in teaching, are able to profit by a course even of six months, designed especially to deal with the difficulties peculiar to these small country schools, where the children are of all ages and all grades. Moreover, the very fact that the Department specially recognizes the conditions of these schools and endeavours to provide for them, tends to make the position of teacher in them of more importance, and to force recognition of the fact that such positions are, in their way, some of the most responsible in the service. Inspectors do what they can, but in a country so vast as Western Australia their visits are necessarily rare. Another thing that has been done for the small schools is to provide a form of temporary building which can easily be taken to pieces, erected, and moved. Perhaps the utility of such a movable structure is not at first obvious to English readers, but it becomes more explicable when it is realized that thousand-acre holdings are very usual, and that the finding of a centre where a sufficiency of pupils will be within a three-mile radius is frequently a matter of some difficulty. It is no unusual thing for the removal of one family so to alter the attendance that a school has to sink to the half-time category or even to close.

Medical inspection of State schools was inaugurated in 1911, and in the Metropolitan and Kalgoorlie-Boulder districts several doctors give full time to this work, in which they have the assistance of nurses. Elsewhere the local Medical Officer of Health or the District Medical Officer is the Medical Officer of the school. The children are, as far as possible, examined twice, once soon after entry and again shortly before leaving, but the system has not been long enough in operation to have shown as yet conspicuous results.

The Departmental report of 1911 outlined a scheme of organized education beyond the elementary grades, and the latest report shows that it is being carried out. The highest of the ordinary primary classes is the sixth. Children who have successfully passed through this class (the average age is thirteen) receive a qualifying certificate. This, however, does not exempt them from further attendance unless they are at least fourteen, but is regarded as evidence that

they are fit to enter on a further course of specialized instruction. The course is determined by the time for which they can continue at school. One choice, or rather set of choices, is open to those who can look forward to a further four years, another to those who can hope only for two years, while for those whose ordinary school life ends at fourteen there are continuation evening classes. Children who can stay for four years after gaining the qualifying certificate go to a high school. When there are enough high schools in operation, the qualifying certificate will entitle the holder to a place. At present the only one available is the Modern School at Perth, and the applications far outnumber the vacancies, so that a competitive examination becomes necessary; but this is merely temporary. It is expected, for instance, that Kalgoorlie will very shortly have a high school, and other places will follow suit. Meantime, in the smaller towns, special facilities will be given to children who will remain in the upper classes of primary schools.

Having entered the high school, with the prospect of four years' further education, the pupils have no need to specialize for some time. The first two years are given to general education, and the course is fairly uniform for all; but "in the third and fourth years the future career to which the student looks forward, and his intellectual tastes and aptitudes, will decide the lines upon which his work will run." ("His" here is of common gender, for the opportunities are open to girls as well as boys.)

The Modern School, Perth, which opened in 1911 with 226 scholars, had in January, 1913, 337, and has now, or will have shortly, accommodation for 400, so that it can receive for a four years' training 100 every year in the lower classes. (Last year all fees were abolished.)

The careers for which training in the third and fourth years is provided include a University career (the school-leaving certificate, provided certain subjects are taken, excuses an entrance examination for University courses in arts or science), training at the training college for future teachers, and provision for commercial, agricultural, and domestic professions. There is, however, no narrow specialization, and much of the work is common to all; but "an attempt is made in each case to bring the school instruction into direct connexion with the work that will be undertaken when the scholars have left school and passed out into the world."

A few cannot look forward even to another two years at school. If, however, they can have two years, there are possibilities open in central schools—i.e. schools which collect for higher work the children who have passed the sixth class in all the schools of a given district, but which, having also lower classes, are statistically classed as primary. In such schools the holders of the qualifying certificate have three courses open to them—industrial for boys, domestic for girls, commercial for both boys and girls. Much of the curricula of the three courses, including English literature and composition, history, civics, and geography, is common to all. In mathematics there is considerable difference, and the commercial students give more attention to arithmetic and English. The industrial to actual workshop practice. Woodwork is done by both, but is more "directly utilitarian" for the industrial students, who also learn metal work, including practical work with sheet metals, and the use of the forge, bench, and lathe. The girls who take up domestic work give a good deal of their time to cooking, dressmaking, and millinery, hygiene, first aid, home nursing, the care of infants and general housewifery. On the satisfactory completion of any of these three courses, the student obtains a certificate entitling him (or her) to further courses at a technical school, and "it is hoped that arrangements will be made for recognition of the commercial certificate in connexion with the entrance to the public service." Still another course will be open to holders of the certificate, by the co-operation of the Department of Agriculture with that of Education, in providing schools on State farms. "The future farmer will then have the same opportunities as the future skilled tradesman or the aspirant to a commercial career of continuing his

general education and at the same time receiving practical instruction of the special nature that he requires."

There remain the boys and girls who leave school at fourteen, the limit of compulsory attendance. They can attend evening continuation classes, which provide a preparatory course for those whose primary education has been defective or who have not reached the level of the qualifying certificate, but they provide also a two years' course in commercial, industrial, or domestic subjects. The time allowed for evening continuation classes is six hours a week, and the aim of the classes is to give, as far as time allows, some of the advantages open to those who cannot secure longer school courses. It is not attempted to give technical instruction and training in any one particular trade or calling, but rather "to provide a definite course of study on as broad a base as possible, and with the limited time available." Those who complete an evening continuation course can get admission to further courses at a technical school. The matter is still in its early and experimental stages, but improvements are being made, and one of the senior Inspectors has these classes as his special care. In 1912 the enrolment was promising, twelve hundred, though many of the students did not stay throughout the year; but it is found that where the teaching is of the right kind the demand for it is increasing. The Inspectorial report notes that "when the English classes are made really attractive by the skilful treatment of literature and composition, and the more technical subjects are so treated that their practical bearing upon the pupils' outside work is evident, there is no difficulty in enrolling students in the larger centres. In one or two of the smaller towns it seems to be difficult to stir up more than a temporary enthusiasm; the counter attractions of picture shows and other amusements prove too strong. On the whole, however, the enrolments show a rapid increase."

With the establishment of the University of Western Australia, and the decision that its teaching shall be free, the education ladder, in the familiar phrase, is now complete. Primary education is compulsory and free; secondary and higher education are optional and potential, instead of compulsory, but are also free. "A boy," writes a Senior Inspector, "may step on in the primary school and may climb to the topmost rung." That is the realization of many an educational democrat's ideal. But, though such a career is potentially open to every boy and girl of Western Australia, there are, and for many a year there will be, a very large number who cannot or will not (or, at any rate, do not) work their way to the top of this ladder; and it is scarcely of any less importance to note that provision is made for those who, as the report says, "must of necessity exhaust their climbing powers while yet much climbing is to be done." "They must step off the ladder, but the commercial and industrial courses of the central schools, followed by supplementary courses in the technical schools, will make it easy for them to leave school life and to find their proper place in the world outside. In short, the State has so far extended its educational boundaries until it no longer has a stiff 'horizontal division' between the trained and the untrained."

We may be interested in or indifferent to what Western Australia is doing to educate the children "out back," but it would seem that the attempt to cope with the problem of the child after it has secured the statutory minimum of school attendance and instruction is worth considering. Always we are reminded of the difference in conditions; they are obvious and unforgettable, but the general problem is much the same in Europe and in Australia, and England can at least afford to consider these efforts, and possibly, *mutatis mutandis*, even incorporate some of the ideas.

ST. MARY'S HOSPITAL MEDICAL SCHOOL.—The following Entrance Scholarships for 1914 have been awarded:—In Natural Science—J. O'F. Fletcher, W. F. Francis, H. E. Suter; University Scholarships—J. W. G. Phillips, T. S. Evans; Epsom College Scholarship—R. L. Walker.

CHILDREN'S LIBRARIES IN THE UNITED STATES.

By CLARA W. HERBERT,

Head of the Children's Department, Public Library,
Washington, D.C.

A CHILDREN'S department of a public library on a busy afternoon is an interesting sight. One sometimes finds difficulty in gaining admission to the room, so thronged is the charging desk at the entrance. In a congested tenement district, it is no uncommon experience to find a queue of waiting children—from the door, down the stairs, and along the street—for a square's distance. Within the room are groups of children, selecting books from the shelves, absorbed in reading at the tables, or making notes for their school work. Here a group of boys are discussing the best book on model aeroplanes or on camping; there, a teacher is getting supplementary material for her class. At the registration desk new children are becoming members, pens tightly grasped in little hands for the solemn business of filling out the application blanks. A half-dozen boys and girls of various ages are following the steps of the reference assistants with such requests as: "A book on Daniel Boone, please," "Something about the Dutch children," "Will you get me a book with a poem in it called 'October's bright blue weather'?" "Where shall I find a good account of the invention of the printing press?" "Will you tell me the name of a story that will be interesting to a girl of my age?"

There is no disorder in the room; the children are intent upon their search for the right book or, with that delightful concentration possible to children, are deep in their reading, quite unmindful of the constant coming and going of others. The children's rooms in most libraries are open during the afternoons and evenings and all day Saturdays and holidays. Without payment of any dues, except as penalties for carelessness, the children have free use of the room, and every effort is made by the assistants to cultivate the child's liking for the library and his intelligent use of the books.

As many assistants do not care for children, the work connected with them fell naturally on those members of staffs who were interested in it, and to these it soon became apparent that they needed special training if they were to deal wisely with the problems which daily faced them, problems of the evaluation of books, discipline, publicity, and so forth. To meet this need a "Training School for Children's Librarians" was started in connexion with the Carnegie Library at Pittsburg; and from that time, about 1900, the supervision of children's departments has been entrusted more and more to trained chiefs, with as many trained assistants as the salaries of the institution will command.

The libraries of which the children's departments under discussion form a part are maintained by municipal support; and, if not legally, they are at least intentionally, founded as a supplement of the public educational system. The schools teach how to read, the libraries what to read; the schools crowd into a bare eight years—in, alas! far too large a number of cases—all the formal education the child can afford; the library opens up a limitless opportunity for self-education to be continued through life and along any line for which the individual has liking or fitness.

But, if the library hopes to direct the youth just leaving school into paths of self-education, it must have made an appeal to that boy or girl earlier, or its chances of influencing him or her will be slight when the pressure of work and the demand for pleasures become absorbing. Studies were therefore made as to the most advantageous time for inculcating the library habit, with the result that it was found that the greatest enthusiasm for books and the least resistance to suggestion were to be met with in the ages between eight and eleven years. At that period children have few home duties and little preparation of studies, nor do they crave social pleasures as in adolescence. This is the library's golden

opportunity, and the children's librarian must make the most of it.

With the whole scope of library work put upon an educational basis, what precepts govern the work with children? In the first place, a public educational system must exist for all; hence efforts must be made to reach all the children of the city. One may not be content with giving out books to those who come of their own initiative to the library, but must awaken an interest in the child who does not care for reading and must bring books within easy distance of his home. This means a careful study of the city with the characteristics of the various districts, and the finding of points of distribution, unless the library has an adequate system of branches. The collections of books and the methods employed must be adapted to the needs of the special locality.

Although this aim of reaching all the children is ever before her (it is unfortunate that up to the present time the feminine pronoun is the only one to use), the librarian's more immediate concern is the selection of books and the study of the reading tastes of the children. A careful study of the tastes of young readers, undertaken by many librarians and compared, has resulted in a fairly general idea of what elements children like and at what ages they find them most interesting. Lists, subject to constant revision, have been compiled of the best books available on various subjects.

The basis of selection for fiction is, first, the moral or ethical tone of the book, and secondly the literary. Non-fiction is judged by its power to interest and its general accuracy. Libraries began by excluding poor books, sensational in plot or low in tone, but for a time believed that they had to keep as stepping stones a certain number of mediocre books, harmless enough but without value. Gradually they are learning that, by beginning their efforts with quite young children, they can in course of time do away with mediocrity and raise the standard to a high level.

A study of juvenile literature includes a knowledge of the best versions of classic legends, myths, and fairy tales. It entails a study of picture books for the younger children and of some books not classed "juvenile" for the older boy or girl. Practically no book may be added to the collection without careful examination by some one trained to discriminate.

A study of the children themselves revealed the ages at which certain types of books make the greatest appeal: for instance, it was soon learned that the average child passes through certain stages of interest—first in picture books and rhyme, later into fairy tale, then myths and legends—and that at some time between the ages of ten and twelve he begins to crave stories of real life and the experiences of other people. About this time the tastes of boys and girls diverge—the girl wanting stories of home, school, or neighbourhood life; the boy's interest covering a wider range. Indians, cowboys, pirates, war, scouting, athletics are all popular subjects at this period.

History, biography, travel, and science, if interestingly related, make a strong appeal; but the sugar-coated method of giving information by imparting it to John and Mary through questions addressed to Uncle Harry or Cousin Anne is unpopular. The constant interruption of the narrative by the inquiries confuse and tire the child, and he turns to another book, told simply perhaps, but in a straightforward way. Books of easy scientific experiments and handy books giving directions for occupation are in great demand. Librarians learn how much the make-up of the books, the print, and especially illustrations, count in a child's selection, and take pains to get the most attractive editions available of the books they wish most to circulate.

Many means are used to attract the child to the best books. Lists, according to school grade or age, with or without descriptive notes, are made on a multitude of subjects and brought out under such alluring titles as "Pirates and Treasure Hunters," "Careers of Danger and Daring," "Boys who Made their own Way," "Heroines of History," &c. Picture bulletins, carefully thought out and executed, are posted to call attention to books collected near by. Story hours are

held to serve as introduction to tales or cycles of tales, the setting of which needs explanation, such as the Norse or Greek myths, the adventures of Roland or Siegfried, the legends of King Arthur, or the tales of Shakespeare. These gatherings serve a double purpose in not only directing the child, but in keeping the librarian in touch with his point of view.

To return to the premise that the library should be part of the educational system, it is essential for library and school to work together in the interest of the child. This involves school visiting, to address pupils on the use of the library and of books, by librarians, and visits at the library by teachers with their pupils. It means a careful study of the books best adapted to supplement the curriculum, and the ordering of such material as to meet the demands as far as the book funds will allow. In many cases loans are made of a collection of twenty to fifty books to a teacher for the use of her pupils. The circulation of pictures on subjects of school study has proved popular. In brief, the relation of school and library is to be as mutually helpful as possible, and, as the librarian depends upon the teacher for a large part of her knowledge of the child and of the conditions of the neighbourhood, so the teacher learns to depend upon the sympathetic and trained help of the librarian to suggest reading that will aid a dull pupil, or to supply the supplementary material needed to make interesting an otherwise difficult lesson.

Recently, the formation of Parent-Teachers' Associations has given the librarian the chance to address many gatherings of parents on the value of good reading for their children and the benefits of training them in the use of libraries. Out of this has grown the consultation of the librarian by fathers and mothers in regard to the reading of individual children and the selection of books for gifts or for vacation use. Here, again, as in the case with the schools, the person who knows the child well, co-operating with the person who knows the books, helps to bring about the goal of the librarian, "the right book for the right child at the right time." Sunday schools, settlements, clubs, and schools also, are learning to consult the children's librarian for aid in the best expenditure of small sums of money for books or in the making of lists.

Another channel, though it seems hardly a part of library work, is found in the opportunity of bringing the attention of social workers to bear on the cases of need, physical or material, which come under the notice of library assistants. Young workers who, though they are over the compulsory age, should still be in school, or those who are employed in unsatisfactory positions may often be helped by a word dropped to the proper authorities. Children in temporary distress, or needing some physical attention, are apt to betray it to the watchful eye of the librarian or in casual talk with her. The head of the children department tries, therefore, to ally herself with the organizations for civic betterment and to keep in touch with all projects looking toward the welfare of children.

To summarize, children's librarians believe in the efficacy of books for children, not primarily for the pleasure and profit to be derived from them when they are young, but because they lay the foundation for the intelligent use of books in later life, without which a person is seriously handicapped in the fierce industrial competition of the time. They believe that to use books wisely requires education in their use, and that this can best be accomplished by starting with the child when he is not older than ten or eleven. They believe, if the library is to be maintained out of public funds as an educational project, the books must be carefully selected, that the money may be spent most wisely. They believe in following the child's natural interests as far as possible, but meeting him with the best books of each type available, and they have proved that they can maintain a high standard of selection. They realize that they must study the child's point of view and establish sympathetic relations with him, but they know also that they must train him to help himself.

Lastly, they feel the need of getting in touch with parents.

teachers, or social workers in order that the library may co-ordinate its work with that of others working individually or through organizations for the welfare of children.

The cost of maintenance of a library depends naturally upon the size of the book collection and the number of volumes circulated. Taking the figures of twenty-six American cities with a population of over two hundred thousand, the average cost per volume circulated is 13 cents, and the average *per capita* expenditure 29 cents. This includes both adult and juvenile figures, but those of a children's department alone would not exceed them. In one such department, with a book collection of between twenty-five to thirty thousand volumes and an annual home circulation of 206,000 books, through a central children's room, one branch, two stations, and loans of small collections to the schools, the cost is approximately 12,000 dols. The staff employed is a head of department, a supervisor of work with schools, four assistants, two pages with salaries ranging from 360 dols. to 1,500 dols.; also the unremunerated services of two students during seven months. The appropriations come from the municipality, slightly aided by the State. It is rather too soon to know how profitable this expenditure of public funds is; perhaps it is too intangible for us ever to know, but one can not but believe that it will be fruitful of good.

BOOKS OF THE MONTH.

Annals.

The Cambridge Pocket Diary, 1914-15. *Cambridge University Press*, 1s. net.

Archæology.

The Place-Names of Sussex. By R. G. Roberts, M.A. *Cambridge University Press*, 10s. net.

Classics.

The Comedies of Plautus. Translated into English Verse. By Sir Robert Allison. *Humphreys*, 7s. 6d. net.

The Englishman's Pocket Latin-English and English-Latin Dictionary. *Routledge*, 2s.

Fabulae. By R. B. Appleton. *Bell*, 2s.

Commercial.

Book-keeping for Commercial Classes. By J. R. Barnes, B.A., and A. Sharples. *Macmillan*, 1s. 6d.

English.

Ruskin's "Ethics of the Dust." Edited by R. O. Morris. *Oxford University Press*, 2s.

Rob Roy. By Sir Walter Scott. Edited, with Notes, &c., by C. B. Wheeler. *Oxford University Press*, 2s. 6d.

Précis-Writing for Schools. *Horace Marshall*, 1s. 6d.

An Introduction to the Study of Language. By L. Bloomfield. *Bell*, 6s. net.

Childe Harold's Pilgrimage. Edited by the Rev. J. C. Scrimgeour, M.A. *Macmillan*, 2s. 6d.

Poems and Prose for Comparative Study. Arranged by J. Eaton Feasey. *Horace Marshall*, 1s. 6d.

Shakespeare for Schools. Edited by S. P. B. Mais, M.A. Macbeth; Hamlet; Twelfth Night. *Bell*, each 1s.

Spenser's Faerie Queene. Book V. Edited by S. E. Winbolt, M.A. *Bell*, 1s. 6d.

Macaulay's Lives of Bunyan and Goldsmith. Edited by J. H. Boardman, B.A., and Ivor B. John, M.A. *Black*, 1s.

A Book of Verse for Children. Compiled by Alys Rodgers. *Cambridge University Press*, 2s.

The Miscellaneous Works of Joseph Addison. Edited by A. C. Guthkelch, M.A. *Bell*, 7s. 6d. net.

Prose Texts for Junior Forms. Edited by C. L. Thomson.—The Pilgrim's Progress, Part II; Robinson Crusoe; Rip Van Winkle; Julius Caesar and Marcus Brutus. *Horace Marshall*, each 9d.

The Life and Death of Jason. By William Morris. Edited by E. Maxwell. *Oxford University Press*, 2s. 6d.

Old English Grammar. By Joseph Wright, Litt.D., and Elizabeth M. Wright. Second Edition. *Oxford University Press*, 6s. net.

English Composition. By R. S. Bate, M.A. *Bell*, 3s. 6d.

An Introduction to English Medieval Literature. By C. S. Baldwin, Ph.D. *Longmans*, 4s. 6d. net.

English Grammar and Composition. Part III. By G. A. Twyman, B.A. *Rivingtons*, 2s. 6d.

Fiction.

The Encounter. By Anne D. Sedgwick. *E. Arnold*, 6s.

The Choice of Life. By Georgette Leblanc. Translated by Alexander T. de Mattos. *Methuen*, 6s.

Landmarks. By E. V. Lucas. *Methuen*, 6s.

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SCHOOL NATURE STUDY AND THE STUDY OF NATURE.

THE June *Journal of Education*, in an "Occasional Note" on the *Spectator's* "discovery" of education, referred to the difficulty of practical natural history in schools. The difficulty, while existent, is liable to be exaggerated by those who have not themselves attacked the problem. Practical natural history has been found possible, if not in school, then out of school *because* of school, by the pupils of many town teachers, Londoners for example, who have come to their work with enthusiasm for Nature and for child nature, and with a moderate stock of initial knowledge. These teachers have found that children take to closer contact with their "little brethren," with ladybirds and tadpoles, with garden flowers and their many visitors, like ducks to water. Difficulties may indeed be created if the teacher disregards in practice the psychology he has learnt in theory, and demands the observation, naming, and enumeration of details of structure from children whose natural interests lie in activities. Let the children go on watching without being urged to express, as yet, what they observe, and they will enjoy the stirrings of sympathetic understanding, or it may be of æsthetic appreciation. Expression will come later; we do not ask the just matriculated to write theses.

It is probable that the writer of the paragraph in *The Journal* may agree so far, but say that, even though the teacher have sufficient equipment, yet the difficulty of establishing a true "living in common" (*συνζῆν*) of the children and the living things is still too great. The writer believes that this is because the teacher's ambition is too often extensive rather than intensive; superficial observation lessons on a great many types are given rather than opportunity for the acquisition of an intimate acquaintance with a few. In most so-called Nature study courses for teachers many and varied types are used for instruction in those facts of plant and animal life which a teacher needs to serve as a scientific basis for his own continuous Nature study later. This mode of instruction, meant for the adult, he too rashly transfers wholesale to his classroom, and takes snails to-day and water-spiders to-morrow and elicits a full description of each. What a child wants if he is to study pond life, for example, is to keep, tend, and watch a group of beasts, somewhat carefully selected for life in common, and housed in an aquarium of the least possible elaboration and greatest possible comfort: for snails and spiders a wide-mouthed 3 lb. or 7 lb. glass jam pot, with sanded bottom and a few water weeds, will serve excellently well.

But pond life or bog associations of plants are themselves exotic to the town child; the green fly in the window box and the ladybird that comes after them, the gnat larvae in the

water-butt or the woodlice under the brickbat on the waste plot, the coltsfoot and pepperwort that spring up in the patch of London clay exposed by the new railway cutting, the gulls by the bridges and the pigeons in the city squares, and even the common house-fly and house spider—all these, instead of being ignored or dreaded, may become friends to be looked for eagerly and welcomed with joy.

But, granted that such creatures may occur in and about the children's homes, how does this bear on the difficulty of natural history in schools, or on making Nature study equal "the study of Nature"? Let but the teacher start his course by keeping in school some few creatures which will live happily in captivity—as silkworms, water snails, sycamore or chestnut seedlings—he will find that the boys and girls will readily act on the suggestion that similar creatures are to be found out of school, and "woolly bears," garden snails and slugs, and many self-sown seedlings will be brought into school and will serve not only as material for the Nature lesson, but as links between the school and the natural environment.

But this natural history in school, and *out* of school as a consequence of the school work, and *in* school yet again, is admittedly rare; instead of it we have too many "observation lessons"—dreary wastes of terminology and enumeration. "We call them *stipules*. Repeat after me—*stipules*. *What* do we call these little wings? How many are there?" and so on *ad nauseam*. An easy resource for the teacher whose ignorance of biology causes him to fear the children's searching questions—and they can be very searching and pertinent. The "observation lesson" is one easy way out; another is "I don't know," with the salve to conscience, "Nature study isn't natural science; we only claim to deal with the thing *as such*, not to understand all its relationships." The honest way out is a step on the path to research: "I don't know, but we will try to find out; if we can't answer it that way, I will see if I can find anything about it in books." But this recourse to books is taboo to the unfortunate teachers who have had "You can't get Nature study out of books" drummed into them without its correlative, "By all means get the direct contact with Nature first, but go to books to suggest further possibilities of observation and experiment, and then back to Nature again for confirmation, and to discover further problems." The ardent lover of Nature at first hand is rarely without the nucleus of a Nature study library.

To summarize: Nature study in school can, and should be, the study of living things at first hand, but should always point beyond itself to the study of Nature outside the school. This should first be essayed in the immediate environment, no matter how unpromising. The method must not be one of lessons on this, that, and the other object by a catechetical treatment followed by expression of a repetitive and formal kind; instead, opportunity for continued informal watching must be provided, and all discussion should be free and at the child's initiative. Finally, the teacher should be, and must be, encouraged to use books, not as a substitute for first-hand study of Nature, but as a stimulus and aid to such study.

OBITUARY.

MISS SHAW LEFEVRE.

THE death of Miss Madeleine Shaw Lefevre must have come as a shock to all and as a surprise to many of her old students. It was not easy to realize that Miss Lefevre was even growing old. Her vigour of mind, her interest and energy, were as marked when I saw her last, some six months ago, as they were in 1884, when I entered Somerville College. There was the same keen sympathy in all that her friends were doing; the same spirit of enterprise; the same clear memory of all her students' professional work, and of the ways in which they needed help. Those who knew Miss

Lefevre best, realize most what a remarkable woman she was, and know that it was only her intense humility which made it difficult for the world at large to recognize her unique qualities as a Principal of one of the first of the women's colleges. There was no one better fitted to fill such a post, just because she had no ambition to rule. In coming to live at Oxford she was giving up much. She was peculiarly attached to her family, and her life was full of many and varied interests. To leave home for the half of every year during ten years—not for the sake of any career for herself, but solely to further the cause of women's education, was a very real sacrifice.

Nor was it an easy task which she undertook. At that time there was much prejudice against the establishment of women's colleges at Oxford. She had to face that prejudice, and to make the undertaking a success. The steady progress of the movement for higher education of women in Oxford was largely due to her care and watchfulness: the tone of Somerville owed everything to the example that she set. With her quiet dignity of manner, she was perhaps, of all heads of colleges, the only one who could ever have laid claim to being something of the *grande dame*. Her courtesy never failed and her manner and bearing were full of distinction. She had great and gracious ways. She always believed the best of her students, saw possibilities in them, and quietly guided them. I remember that at one period, when the Hall was growing larger, the students were apt to get rough and noisy after dinner in the evening. Miss Lefevre said nothing, but made it a custom to come into the common room after dinner, and her presence there was quite sufficient to make roughness or rudeness impossible.

Her anxiety that nothing should bring discredit on the College was shown by her unremitting care in small matters. She was always anxious that girls who worked in the laboratories should be quietly dressed and that no students should attract attention. On one occasion a student, who was well aware that the Principal did not like her hats, proclaimed triumphantly to a friend that she was going out with Miss Lefevre, and that there would be no escape from the over-smart hat which she knew was disliked, since it was the only one in her wardrobe. She had, however, reckoned without her host. Miss Lefevre suggested a change of hat, and, to the answer that this was impossible, she merely replied: "Come along with me; you shall have one of mine"—would hear of no refusal, and the student in question went to the party in Miss Lefevre's toque.

Stories are handed down in college which testify to her plans for doing kindnesses, though they were never proclaimed upon the housetop. She felt—and rightly—that it would be a great advantage to the students, many of whom were very young and ignorant of all society life, if they could go about with her in Oxford. Miss Lefevre was a *persona grata* in society, and enjoyed the dinner parties and *soirées* which abound in a University town. She would select the unsophisticated and the awkward, whose opportunities would be few at home and who needed education in social matters. She was long-suffering with the clumsy, but she was quite firm when she saw that it was possible for a girl to improve. For example, if a student did her hair in a vulgar or *outré* fashion, Miss Lefevre would say to her before a party: "Do go up and see Miss X——. She wears such pretty things in her hair. I am sure she would like to help you arrange yours."

She was naturally extremely shy. It must have cost her much to regulate the life of students who could not always see the necessity for any rules at all, and to organize the commonwealth of Somerville so wisely that the University came to accept gladly and without question the existence of women students in its midst. She was so shy that she was apt to make others shy, and it needed the audacity of youth, with all its strong feelings and definite views, to overcome that shyness and venture on a visit to the Head. But it was always more than worth while—both for the wisdom of her counsels and for the obvious pleasure it gave her to be wanted by her students and treated as their friend and not merely their Principal.

There is no question that in those early days there were often grave difficulties to overcome, and an apparent absent-mindedness in the Principal might have been explained, one suspects, by the fact that she was facing problems which it was difficult to share with others. Some hint of those problems we who worked with and under her could catch. She was very deliberate in action, and thought much before she came to any decision. To an impulsive secretary it was something of a trial to write letters which were put aside and not posted, but reconsidered and perhaps redrafted more than once. Yet delay often prevented indiscretions and mistakes, and the judgment formed after much meditation did not need to be reversed. Often Miss Lefevre seemed to be hesitating and undecided, but it was only that she remained for a long time in an attitude of suspended judgment. When she had arrived at a conclusion she was adamant. In many respects she had the qualities of a diplomatist. She was quite clear as to the general policy to be pursued, and worked untiringly to carry out that policy. She came of a family of politicians and diplomatists. Politics were always of intense interest to her. She was a strong but temperate Liberal, and in her government of the College she allowed as large a measure of freedom as was compatible with safeguarding the cause which she had at heart. She had no love of petty restrictions, and we were subject to extraordinarily few rules. She always said that she had learned much from Miss Clough of Newnham, and used to quote Miss Clough's saying, that "no rule should be made until it had really been broken." She believed that the ruler of a college should study character and should know her students, and she trusted largely to her instinct in determining which of the girls under her care could be trusted not to abuse freedom, and in curtailing the liberty of those of whom she was not so sure. She rarely talked to one student of another, but would occasionally make some comment which revealed a knowledge that would hardly have been expected. She was not given to admonition, and I cannot remember a single occasion in six years in which she held any meeting of the students or addressed them corporately. If anyone acted unwisely, she was dealt with privately, and the College at large knew nothing about it.

It was characteristic of her never to abandon what she had begun. I do not think that she ever had any idea of the work that she had done in her ten years at Somerville, and it was part of her humility and of her high standard of duty that she sent in her resignation while still well and strong, in the belief that a Principal with new ideas and a fresh outlook would be good for the place she loved. But, in dedicating ten years to her work as Principal, she did not think she had done enough; for she continued up to the last her connexion with the College, and maintained with her successors the happiest relations, using her power as a member of Council never to interfere, but only to help. Her intimate knowledge of the doings and movements of her old students and her interest in the work of each astonished me again and again. She would mention a student whose very existence one had forgotten, and take it for granted that one shared her own keen interest in her. As she spoke of student after student, shadowy personalities would loom out of the distance, but to her they were as vivid and as present as in their student life twenty years before.

Looking back over thirty years of friendship, one is conscious that throughout the whole period there was never a time when her kindness or her sympathy or her advice in difficulties failed, and that as the years went on the sense of her wisdom and clear perception and foresight made her one's most valued counsellor. Those of us who knew and loved her must always feel the deepest reverence mingled with our love. There is much to remember of joy in her friendship and nothing to forget of pain in a relationship the unique character and beauty of which will always be felt by those who worked with her. It was no small part of our education at Somerville to have known her, and I am sure that I am only one of many who would not for all the world have missed being under her.

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OCCASIONAL NOTES.

WE rejoice to announce that the third Joint Conference of Educational Associations will be held as usual in the University of London during the week beginning January 4, 1915. The opening address will be given by Bishop Welldon on the afternoon of January 4, and Prof. E. A. Gardner, the Public Orator, will take the chair, and during the week fifteen Educational Associations have arranged about thirty other meetings. On account of the national crisis several Associations represented on the Committee have been unable to organize meetings, but members are invited to attend any of those that are open. There will be an extensive Publishers' Exhibition in the East Gallery of the University buildings.

FOR the following list of public schools that have 500 or more Old Boys serving with the colours we are indebted to *The Times*. The list there published includes 36 schools, but several of these, as the Crystal Palace School of Engineering, can hardly rank as public schools, and some famous schools—Winchester, for example—are absent. We have omitted the numbers of killed, wounded, and prisoners, as these can form no gauge of what any school has done at the front. Again, "mentioned in despatches" must be largely a matter of happy opportunity, but it is noteworthy that, out of a total of 286, two-thirds fall to four schools—Wellington, 54; Harrow, 54; Cheltenham, 36; Charterhouse, 28. Needless to say, the returns are provisional and the number of the school must be taken into account. Thus, Eton has over a thousand boys and Sedbergh under two hundred and fifty. Numbers with the

colours: — Charterhouse, 2,030; Wellington, 1,951; Marlborough, 1,860; Clifton, 1,378; Harrow, 1,351; Haileybury, 1,246; Cheltenham, 1,159; Rugby, 1,150; Sedbergh, 1,103; Malvern, 969; Tonbridge, 751; Eton, 736; Uppingham, 730; Dulwich, 730; Bradfield, 601; Shrewsbury, 561; Bedford, 500.

IT is hard to get away from the War because we cannot help seeing everything in the glare of battle, which seems to throw a searchlight into every chink and corner of our national life. We have often talked about the lack of solidarity amongst secondary teachers and contrasted it with that keen professional feeling amongst elementary teachers, which, in spite of its inevitable drawbacks, is yet a great force for good. On this, as on all other things, the War sheds its illuminating ray. Every week the *Schoolmaster* publishes the names of teachers who have joined the colours, notes of the doings of old colleagues on active service, and lists of subscriptions to the relief funds, the information being supplied by the National Union of Teachers. What body of secondary teachers could furnish such records? We know, and sympathize with, that most healthy feeling against anything savouring of "advertising" which characterizes secondary teachers, but the publication of lists of recruits is not "advertising"—it is the gratification of feelings of legitimate curiosity and honest pride. Besides, such facts are likely to make the public think more of teachers than it does at present. But we fear that secondary teachers have not yet sufficient corporate consciousness to feel the necessary curiosity about and pride in their doings as a body. We wonder if the Assistant Masters' Association will publish a list of secondary teachers who have gone to the front.

MR. CYRIL ALINGTON, Head Master of Shrewsbury School, is a bold man. In his book, "A Schoolmaster's Apology," he attacks cricket. This, for the Head Master of one of the historic "Nine," would be bold at any time; it is specially bold in these days of War. For some of the peculiar virtues of our soldiers (so supporters of games will urge) are due to the national cult of games. They will point not merely to our men's physical qualities, but to their keenness and briskness, and, above all, to that cheerfulness and gaiety which, if observers at the front are to be trusted, is the special characteristic of the British soldier. Games bring with them, as nothing else can, a sense of exhilaration and joyousness; they warm the blood and make glad the heart, and, the more seriously they are played, the more pronounced are these good effects. The Englishman, our friends will say, takes his football as seriously as if it were war, and goes into battle as joyously as if it were football. They will add, too, that co-operation in games forges a link between officers and men to which nothing in Continental armies is comparable.

WITH all this we cordially agree, and yet we hold that Mr. Alington is largely right. We would not, indeed, condemn cricket as he does because it is "fundamentally a selfish game." Reverse the shield and it appears as a game that cultivates, as no other does, self-reliance. Every boy, each time he plays it, must, at least for a

minute or two, stand up alone against the world. He is surrounded by a ring of implacable enemies bent on his destruction. The whole universe is against him, and nothing but his skill and coolness can save him. But, when Mr. Alington denounces not the soul of cricket, but its limbs and outward flourishes, its over-specialization, its averages and analyses, we are heart and soul with him. Games are suffering from over-organization. All the benefits they can give may be got from them without the paraphernalia of caps and coats, the unhealthy stimulus of gala days and numerous out matches, and the demoralizing assistance of professionals and groundsmen that are now turning what ought to be a wholesome recreation for body and mind into an absorbing struggle for distinction.

WE have not yet seen much criticism by teachers' associations of the Board of Education's proposals for co-ordinating and reforming examinations.

Examinations. The Head Mistresses' Association, whose views we reported in our last number, stand at present alone in having expressed an opinion on the Circular—at least, so far as we are aware. Perhaps other associations have not yet had time to consider the subject. If that is so, we would urge upon them that it is highly desirable that they should find time. The record of these bodies in the matter of the reform of examinations is not one that does them very great credit. What usually happens is this: the Committee of an association produce a report on examinations; they send it to the Board of Education, where it is duly acknowledged, pigeon-holed, and forgotten; the Committee then fold their arms placidly and await results, with a childlike faith in the efficacy of reports. Now this is not the way battles are won. The secondary teacher, who does not possess much political instinct, has yet to learn that reforms can be secured only by seizing every opportunity to press their claims, and by persistently hammering at the nail till it is driven home. The head mistresses appear to be the only people who understand the necessity of continual agitation. Unless other bodies of teachers show something of their energy and perseverance, the Authorities and the public will probably conclude that, after all, the discontent with the prevailing system is confined only to a few, and that, for the mass, examinations are what the cat is to the careless housemaid—an excuse for everything that goes wrong. Teachers grumble incessantly; but it is hard to induce them to make steady and continuous effort to get their views accepted.

THE London Education Committee decided last April to award 75 probationer bursaries to girls between thirteen and fifteen years of age attending the elementary schools, who were considered suitable to become teachers. The scholarship consists of a free place in a secondary school and maintenance grant till the girl reaches the age at which she can compete for an ordinary bursary. The scheme was adopted avowedly as an experiment, but without waiting to see the result of the experiment the Committee has decided to double the number of the bursaries. It is rather difficult to see what it is hoped to gain by the plan. Most girls who are intellectually fitted to become teachers have passed into the secondary schools before they are thirteen; if they have not, then the Council's scholarship system must be at fault. Appar-

ently the Committee are hoping to catch some children young for their teaching service, and bind them fast by agreements, but we think that they are making a mistake. It is very difficult to know whether a girl of thirteen will make a good teacher. The naval service, cited by the Chairman of the Teaching Staff Sub-Committee, presents no real analogy. Almost any thoroughly alive boy, with a sturdy character and good health and intelligence, can be made into an efficient naval officer, but the qualities required for teaching are not necessarily finer, but certainly rarer and less visible in childhood. Experienced public-school masters can pick out with tolerable confidence the boys of thirteen who are likely to develop into good officers, but how many would care to select candidates for masterships from amongst boys of such an age?

MR. HOUSEHOLD, the Secretary to the Gloucestershire Education Committee, and Mr. Hollingworth, their agricultural organizer, have published glowing reports on the results of teaching

School Gardens. gardening to elementary-school children. The former speaks of the "revolution"

that has been worked through the instrumentality of the school garden, and wants everybody to see the mensuration, drawing, composition, and Nature study that is done in connexion with it. Old educational hands are rather distrustful of "revolution" in school work; but, while we discount a little Mr. Household's superlatives, we have no doubt that valuable work is being done in Gloucestershire in and through gardening, and we see no reason why the garden should not be the centre of most of the work of the school. Certainly that any country boy or girl should grow up ignorant of how to manage a garden, or should pass through life without having a garden to manage, is as much a tragedy as if he lived and died unable to read a book—which Carlyle declared was a tragedy, however often it happened. But it is not country children only who are taught gardening. One of the best gardens in the county is managed by town boys, some of whom had never before known the names of flower, or weed, or insect. Nor is the benefit of the garden confined to those who work in it. The whole school, from the infants upward, may walk there and enjoy its beauties. The best results, says Mr. Hollingworth, are attained when the teacher is one of the class, and all work together—where the boy is taught during the first year, and in the second year works more independently and becomes a proprietor. It must be indeed a great moment in the life of a boy when he first feels himself to be a landed proprietor!

SIR THOMAS HOLDICH, in his address to the Society of Arts on "Map Making," gave a useful little hint to teachers, though his remark was not intended as such. He observed that a common feature in the earliest maps was the play of pictorial imagination to describe the ethnology of the regions plotted. He referred, no doubt, to the drawings of savages and monsters with which the old map-makers used to embellish their productions. Now this device of our forefathers is just the kind of thing which impresses the minds of children, and there is no reason why we should not go back to it. Pictures of men, animals, trees, and natural productions printed on the regions to which they belong would be much more effective than any representations detached from the

The Dearth of Teachers.

Maps.

maps. The principle is not unknown to teachers; children are sometimes set to make little maps with such representations on them; but it might be acted upon far more widely than it is. When the time comes for geographical publishers to renew their activities (which, in view of the likelihood of structural alterations in the map of Europe are, we imagine, rather in abeyance at the present moment) they might consider whether they could not take a hint from some of the old cartographers. Wall maps are improving but slowly; there is a general consensus of opinion, indeed, that the old map, crowded with names, is useless for teaching purposes, and orographic maps are coming in; but one sees few of them as yet, while symbolism and pictorial representation are almost unknown.

THE Board of Education has on its staff one, if not more, sound historian. In its latest memorandum on teaching (Circular 869), which we noticed briefly last month, a course of modern European history for Higher Forms, from the Congress of Vienna down to 1900, is suggested, indicating the countries, the national, political, and economic movements that should be emphasized, and what parts of history should be lightly touched on or wholly omitted. It is recommended that the course should end with the last century, but if the development of the Balkan States and the extension of French and Italian territory in the north of Africa have been properly explained, the pupil will have grasped the situation that had arisen just before the outbreak of the War. Such a course would be above the heads of Lower Forms, and it is recommended that these should pursue their normal English History lessons; but here, too, the past may be vivified by constant reference to the present—the growth of the Navy, the command of the sea, the part that English armies have played on the Continent, the Low Countries as the cockpit of Europe, &c. Lectures or supplementary lessons on the War are by no means to be discouraged; but these should be extras not included in the regular History Course.

MR. J. W. GILBERT, Chairman of the London Education Committee, may be a very capable administrator, but he knows nothing about children. He desired the head teachers of the London schools to address their children on Lord Roberts's work on the day of his funeral at St. Paul's. An excellent idea, but he spoils it by suggesting that the best way to make the children acquainted with Lord Roberts was to read to them the six panegyrics delivered in Parliament. Apparently it never occurred to Mr. Gilbert that not a single school child was born when Lord Roberts marched to Kandahar, and not one had left the infant school when he entered Pretoria. That is to say, none of them really knew anything about Roberts; to them he was a great name and nothing more. The head teachers, we may feel sure, did not read the speeches to their children, admirable as they were for an adult audience, and above all they dwelt on his moral grandeur, comparing him, it may be, with Wordsworth's "Happy Warrior" or Tennyson's "Duke of Wellington." They told them stories of Roberts's life and achievements. Mr. Gilbert's suggestion is a curious illustration of the Committeeman's lack of knowledge of, and sympathy with, the daily work of the classroom.

WE regret to announce that Prof. Schüddekopf has on mature consideration decided to withdraw his article on "German" in the "Idola Linguarum" series till the termination of the War. We had counted on the article not only as the ripe experience of an eminent scholar and teacher, but also as a symbol that *Wissenschaft* knows no nationality; that the English can, or should, appreciate Goethe as the Germans do Shakespeare. Dr. Schüddekopf, however, takes a different view, and writes to us: "Though personally I have been treated with the greatest consideration and even friendship, yet in view of the feelings aroused by the War with regard to Germany and everything German, including the language and literature, I think it would be expedient to defer my article till happier times arise."

WE heard a zealous and thoughtful teacher remark the other day that nothing was of any use to him except accounts of what had actually been done, and done successfully, in the classroom. This view is probably common amongst teachers, but it seems to us a very wrong one. In the first place, it is not very complimentary to the intelligence of school masters and mistresses, for it implies that they can make progress in their art only by imitation. They must be told not only what to do, and what to aim at, but exactly how to do it. All they can learn is to do particular things in particular ways. They can never pass out of the stage of pupil-teachership. The truer view seems to us to be that the teacher ought to be able to learn something from anyone who has in his head any ideas at all about education which are not palpably absurd. The theorist will doubtless frequently suggest much that is unpractical. It is for the teacher to consider whether his principles are sound, and, if they seem to be so, to sift what is practical in his recommendations from what is unpractical. Let masters and mistresses remember that "outsiders" have some advantages which they have not. The looker-on sees most of the game as frequently in the classroom as elsewhere. If the theorist is often in the clouds, the teacher is quite as often in a rut. It is the same in politics as in education. The statesman who neglected Burke and Mill because they were not successful heads of departments would be as foolish as the teacher who scorns Rousseau and Herbert Spencer because they were not schoolmasters.

IN a short article, called out by some remarks in our June "Notes" on the teaching of natural history in schools, the writer, after making some most useful suggestions, observed that Nature study in schools should be the study of living things at first hand, and should further point beyond itself to the study of Nature outside the school. Of the first there is now a good deal in elementary schools; the second aim is not so easy to carry out. The Bucks Education Committee have found a way to encourage at least a certain number of children to observe Nature for themselves. They offer each year a Bird and Tree Challenge Shield for competition. The Shield goes to the school whose team of scholars write the best essays on three selected birds and trees, those chosen this year being the kingfisher, green woodpecker, and sedge warbler amongst birds, and the true service, whitebeam, and larch amongst trees. The children are expected to show that they have made observations for

Idola Linguarum
"German."

History Teaching
and the War.

The Teacher
and the Theorist.

The Amateur
in the Classroom.

Nature Study
in the Open.

themselves, and it ought to be easy to distinguish between facts got from books and won in the open air. This year the Shield was won by a girls' school, and we are told that the composition of the essays was excellent, and that they were well illustrated. We ought to add that the same kind of thing may be done in some other counties, of whose work in this direction we do not happen to have heard.

LOCAL AUTHORITIES.

In their last report the Board of Education point out that "the number of bursars and pupil-teachers has diminished in the most alarming manner during the last six years," and the figures certainly justify this conclusion. In 1907-8 the total number of entrant pupil-teachers and bursars was 10,340; in 1913-14 it was 4,486. If the supply in 1907-8 may be regarded as sufficient for normal requirements, the total number of assistants enrolled over the period of six years (1908-9 to 1913-14) should have been 62,040. The actual number, it will be seen, was 34,888—a deficiency of 27,152. During the same period the number of pupils in secondary schools aided by the Board increased from 135,671 to 158,832.

THE figures appear to point to the conclusion that, considerable as the educational merits of the present system may be, it is not producing the anticipated results. Under the old plan of training pupil-teachers, either in the elementary schools or in special centres, the further education of the pupil of promise was directed solely to the purpose in view. The training now afforded by the secondary school is on a broader basis, and provides a satisfactory preliminary for access to various other employments. Moreover, under the old system the pupil earned a small wage throughout his career as a candidate and pupil-teacher. It is possible that immediate rather than prospective remunerative possibilities determine to a greater extent than is generally appreciated the pupil's choice of employment, especially in the case of boys. Under present conditions any allowance which the boy may receive as a bursar and student-teacher is more than absorbed by his training college expenses. He is not, therefore, in a position to contribute towards his own maintenance until he reaches the age of twenty.

PARENTS who can dispense with the earnings of their children until they are out of the teens do not usually favour the teaching profession, while, on the other hand, those who cannot afford to do so are not sufficiently compensated under the present system. Consequently the number of "entrants" is declining, and is likely to decline, unless more substantial maintenance grants are available in the preparatory stages or the prospective remuneration is increased. A report issued recently by the Northumberland Education Committee directs attention to another question, arising out of the present system of training teachers, which has an important bearing on the staffing of elementary schools. The pupils who have received a satisfactory preparatory education in secondary schools naturally desire to complete their professional training by entering training colleges. The following table shows the immediate distinction of students who qualified as uncertificated teachers during the past three years:

Year.	Number qualified.	Entered Training Colleges.	Employed as Uncertificated Teachers.	Not accounted for.
1912	105	62	42	1
1913	66	41	24	1
1914	75	57	14	4

It is estimated that, under normal conditions, apart from new schools and improvements in staffing, between thirty and forty uncertificated teachers are required each year.

As far as Local Authorities are concerned, therefore, the position appears to be that, having placed the preparatory education for the teaching profession on the same general basis as the preparatory education required for other professions and employments, it will be necessary for the remuneration for teaching, both immediate and prospective,

to compare favourably with that available in other professions and employments. It is further to be observed that, in areas where there are a considerable number of such schools, Authorities are likely to be confronted with a problem of increasing difficulty by a further falling off in the supply of uncertificated teachers.

It may be doubted whether in the rural districts of the country the desire to enlist has been sufficiently pronounced to occasion any serious deficiency of agricultural labour. The Somerset Education Committee have, however, instructed their District Committees not to take proceedings for non-attendance at school in the case of boys of twelve years of age, or if employed in agriculture of eleven years of age, (1) who are employed in the place of men who have left to serve in the Forces, or (2) who are members of a Boy Scouts' Association, Church Lads' Brigade, Boys' Brigade, or similar organizations, who are certified by their commanding officer as employed under proper authority as guards, messengers, &c. The Committee have also requested the Board of Education to approve temporarily an alteration in the School Attendance By-laws to provide, that during the War, a child between twelve and fourteen years of age, or if employed in agriculture of eleven years of age, employed with the sanction of the Local Education Authority, shall, for the purpose of obtaining a certificate, be allowed to reckon such employment as attendance at school.

THERE is a good deal to be said for the system, adopted in certain states of central Europe, of providing a scale of salaries applicable to all qualified teachers, with supplementary allowances for those who are placed in charge of a school. A scheme on these lines has been put in force in Worcestershire. What may be termed the basic salary of college trained certificated teachers is for men £85 to £130, and women £75 to £110, with the possibility of further increments up to £150 and £120 respectively in special cases. Head teachers, in recognition of their responsibility, receive additions to the scale salary in accordance with the size of the school as follows:

Attendance.	Men.	Women.
Under 75	£ 5	£ 5
75 and under 100	10	5
100 to 149	20	10
150 to 199	40	20
200 to 249	60	30
250 to 299	80	40
300 and over	100	50

In addition to these amounts, the Committee reserves power to grant further additions up to a maximum of £30, in recognition of long or meritorious service.

It is a difficulty incidental to nearly all scales of salaries for head teachers which are based upon average attendance that, as frequently happens, a difference of two or three in the number of scholars makes a difference of £20 in the amount of the salary. This may lead to various unsatisfactory expedients to maintain a certain average attendance. It is also a very obvious hardship for a teacher who has accepted an appointment on the assumption that the salary would be, say, £200 a year to find that by the accident of the birth-rate in the school district it falls to £180. There is a further objection to scales of this type which is not sufficiently recognized. There are great differences in the advantages and disadvantages of various schools and of the localities in which they are situated. In determining the remuneration of the teacher a Local Authority would be well advised to take these varying conditions into account and to offer some compensation for places of special difficulty. The plan of a "basic" salary for a qualified teacher is a good one: it should, however, be an easy matter for a Local Education Authority to divide the schools in their area into, say, six grades, and to attach a suitable additional subsidy for the responsibility of headship in each grade. The size of the school would, of course, be an important factor in determining the grade in which a school would be placed, but not by any means the only factor. And the grade assigned to a school should not be altered during the tenure of any head teacher.

A GILCHRIST Studentship in Geography of £100 is announced, open to geography teachers, men or women. Applications must be sent before February 7, 1915, to the Hon. Secretary, Geographical Association, 40 Broad Street, Oxford, from whom further particulars may be obtained.

SCIENCE NOTES.

Laying a Good Foundation. THE London Branch of the Mathematical Association is devoting a large part of the meetings of the present season to discussions on difficulties met with in elementary teaching. Naturally, this course has elicited many instructive queries and valuable hints drawn from the experience of practised teachers. Furthermore, as is bound to occur when the teaching of rudiments is adequately investigated, several fundamental questions involving the philosophy of arithmetic and algebra have come under discussion. As it has not unfrequently happened that two or three mathematicians of the front rank have been present, the arguments have been clearly put, and light has been shed on obscurities which often interfere with effective teaching.

R.I. Christmas Lectures. THE course of Christmas lectures to juveniles, which was inaugurated by Faraday at the Royal Institution in 1826, will be given this year by Prof. C. V. Boys. The lecturer, who is unsurpassed in the art of devising and performing original experiments, has entitled his course "Science in the Home."

The Beginnings of Home Science. THE Association of Teachers of Domestic Subjects has now a well established position, and it is quite opportune that a brief history of the growth of the teaching of home subjects should be published under the auspices of the Society. Accordingly, we welcome "A History of the Teaching of Domestic Economy," in which Miss Yoxall traces our progress from the early days, some three-quarters of a century ago, when the introduction of needlework began the movement.

P.S.S.M.A. THE annual conference of the Association of Public School Science Masters will be postponed from January until later in the year. It is hoped that at the later date (not yet fixed) the exhibition of apparatus will include a display of apparatus made by British firms. If such an achievement be really possible it will mark a revolution. It was just twenty years ago that the writer called the attention of a few influential City men to the fact that the laboratories of his school were stocked mainly with German goods. It was pointed out that there was not a British factory in existence which made glass tubing, &c.; but it is scarcely necessary to add that the information did not interest anybody. We are glad that the British Science Guild and the P.S.S.M.A. are trying to encourage the manufacture of chemical apparatus in England.

The Supply of Glass. AT the outbreak of hostilities it was pointed out in this column that a shortage of glass and porcelain was to be expected. Already prices have risen, the existing stocks in the dealers' hands being about enough to last for another school term.

Transit of Mercury. THE writer observed the last fifteen minutes of the transit of Mercury under exceptionally good conditions as regards definition. The result—no black drop, no white spot, no halo—no anything but a sharply defined black disk gradually leaving the sun's face. The magnification was insufficient to test the circularity of the planetary disk, which Jonckheere suspects to be elliptical. Prof. Fowler, of South Kensington, saw Mercury projected on the sun's corona.

PUBLIC SCHOOL FIELD DAYS—OLD AND NEW.

TIME was when the terminal field day was looked forward to as the one great picnic of the term. For one day no rules held; to eat, to drink, to smoke, all three to one's heart's content, were the main objects of the scheme. No ulterior ideas of benefiting from a military standpoint ever occurred to the majority of the Corps; it was universally recognized as a whole holiday; some marching had to be done; with exceptional luck there might be, but it was very unlikely, some fighting; neither the general nor special idea was understood by or even mentioned to any below the rank

of sergeant, consequently the interest taken in the proceedings was fairly haphazard and lifeless. Non-military masters complained because they lost their forms just at a critical point in their work; masters who were officers in the Corps sometimes countered by suggesting that as they were taking all the boys off their hands for a whole day they ought, instead of complaining, to be jolly glad!

At the end of a day spent in lying under hedges and listlessly obeying orders every two hours, more or less, there would be a "pow-wow," and a lot of umpires, richly arrayed, would appear from nowhere and give their impressions, not having seen one-fiftieth part of the operations. Speeches would be made to the entire Corps, who would in return express their boredom by running comments in an undertone on the physical peculiarities of the speaker. This over, stanchly fortified by an immense tea, the entire manoeuvre would be completely forgotten as the school marched back singing lustily through the darkness. How completely is all this changed! No more War Office officials can spare the time to come and watch us carry out a preconcerted scheme, there is all too little ammunition, there is not much time to spare . . . but how trivial are these once all-important matters! I am just back from our first attempt at a tactical exercise this term. Will the hubbub never die down? Shall we always be at each other's throats as we are now? We started quite peacefully too. It was a simple enough idea. One subaltern with two platoons was to explore a particular district while we, with four more, were to attempt to drive them back.

All the term on parade there has been a remarkable alertness; but to-day this developed into a state of real genuine excitement; the War-fever was beginning to tell. We chafed, like hounds in leash, to get at the enemy. My men were acting as advance-guard, and took us along at such a speed that we ran right into the enemy in a bunch before they had time to get into position at all. The "Standfast" went, giving us a quarter of an hour's much-needed rest. On re-starting the country became a little difficult, and one House in its anxiety to get up into touch with the opponent tried to rush a turnip-field, and succeeded only in rousing two hares and exposing their line of approach to the enemy, who, however, mistook them for our entire line; whereupon I led my men by a devious route, enfiladed them with one platoon, and took them in the rear with another after crossing a large area at top speed; the "Standfast" then went again, and we held ourselves well content, thinking that it was to enable the enemy to take another position, as their present one was obviously untenable. But as in all peace conditions we were sadly at fault: our umpire, an elderly gentleman who never knew that we existed—imagining, like the enemy, that our whole contingent were crossing the turnips in a frontal attack—had stayed the action in order to point out that we were wiped out.

It was now about time to go home, but when this verdict was made there was much searching of heart and anger, which vented itself in a splendid hubbub on the return journey, for the enemy were now told off to harass our march. We again went out to dislodge them; again enfiladed them and captured their commander, who with supreme cheek endeavoured to hold that they were all put out of action by daring to rise and rush him. While strenuous arguments between rival officers were being carried on, the platoon quietly dispersed in the gloom, and in a few minutes could be just discerned, but more easily heard, as they charged the entire remaining enemy across an open field into a dyke, where the most gorgeous chaotic "scrum" imaginable took place, to the great indignation of the elderly umpire, who by then had managed again to keep up with the action by coming in at the end. It also had the excellent effect of readjusting many tempers that had been lost over the umpire's strange decision.

The way home, instead of our singing carelessly as of yore, there was audible the subdued hum of voices as each section of fours earnestly went over the main incidents of the day, excitedly, agitatedly, quite unlike the old time non-

chalance. "A jolly good rag!" "I hope we have another." "Good Lord! Next time we'll do without an umpire."

To-night in Common Room maps were produced from every pocket, and animated arguments between opposing officers in different corners added a new note to the usual bedlam of voices just before dinner. The wordy warfare seemed about to degenerate into strenuous action, for the umpire, in a fit of ungovernable rage, had clinched his argument with the apparent irrelevance, "Well, all I can say is, it's about time all the younger masters were out at the front. I call it disgraceful that you young men should go on doing this sort of thing and teaching, loitering, I call it, when your obvious duty is to go away and fight."

"All right, you provide for my wife while I'm away: I owe £200, and I only get £200 a year, and my wife won't get a penny while I'm away or when I'm killed; what about that? It's all jolly fine, you old fools in your security, gassing a lot of truck like that; you know too that the War Office told us to carry on here when we offered our services to them in September; stuff that in your pipe..." The air gets thicker with personal abuse.

All this out of an afternoon's playing at war! Keeness leads to strange results. So for weeks we shall be a divided camp, but no one will accuse us of treating field days as a casual holiday any more; we are only longing once again to get to grips, and have another try to assert our superiority in cunning and military strategy over other platoons. Think what we should be like against a real enemy! We are learning our job all right, if somewhat quaintly.

S. P. B. MAIS.

THE LOGIC OF SPEECHES.

THE oration as a form of expression is marked by distinctive characteristics that impart to the study of it a special interest and enable us to deal in the English curriculum with subject-matter that cannot be so conveniently treated through any other form.

One of its advantages is that we may use it to introduce our pupils informally to the study of rhetorical logic or logic applied to ordinary argument. Everyone will agree as to the utility of teaching boys and girls while yet at school to appreciate the value of evidence in argument and to distinguish accurately between sound and fallacious reasoning, and it is by the consideration of concrete arguments actually used by speakers that such teaching can be given most effectively. The study of logical principles taught in this way will be seen to be in close touch with the needs of our daily lives. In the reading of a single oration the various methods of argument used by speakers may be explained and their validity, with the conditions on which it depends, may be examined, and opportunities will be afforded of discussing the fallacies and weaknesses that most commonly occur in argument.

Thus, it may be shown by actual instances how speakers frequently employ the deductive method of reasoning. The typical form of deductive reasoning, as set forth in textbooks of logic, is the syllogism, but in actual discourse arguments are seldom or never formally stated as syllogisms. Very often, however, they may be reduced to this form, and to express the essential point of a deductive argument syllogistically is a useful exercise in logical analysis.

For instance, at the beginning of the "Speech on Conciliation with the American Colonies," Burke declares that his proposal is to give peace, and that this implies concession from one side or the other, and he proceeds as follows:—

In this state of affairs I make no difficulty in affirming that the proposal [of concession] ought to originate from us. Great and acknowledged force is not impaired, either in effect or in opinion, by an unwillingness to exert itself. The superior power may offer peace with honour and with safety. Such an offer from such a power will be attributed to magnanimity.

The main point of this argument may be expressed thus:

The superior power, in disputes between two parties, should be the first to offer peace;

England, in this instance, is the superior power;

Therefore England, in this instance, should be the first to offer peace.

Later in the speech, Burke asserts that in the character of the Americans—

A love of freedom is the predominating feature which marks and distinguishes the whole; and as an ardent is always a jealous affection, your colonies become suspicious, restive, and untractable whenever they see the least attempt to wrest from them by force, or shuffle from them by chicanery, what they think the only advantage worth living for. . . . From all these causes a fierce spirit of liberty has grown up. It has grown with the growth of the people in your colonies, and increased with the increase of your wealth; a spirit that, unhappily meeting with an exercise of power in England which, however lawful, is not reconcilable to any ideas of liberty, much less with theirs, has kindled this flame that is ready to consume us.

The essential point that Burke here seeks to establish may be expressed syllogistically as follows:—

Peoples who are strongly attached to freedom should not be governed harshly or repressively;

The Americans are a people who are strongly attached to freedom;

Therefore they should not be governed harshly or repressively.

Frequently, in discourse, the major or the minor premise of a deductive argument is taken for granted, and not expressed. Thus, in the first passage quoted above from Burke the minor premise is suppressed—the proposition that England is a stronger power than America is assumed to be so self-evident as not to require statement. Pupils may be asked sometimes to complete syllogisms that are not fully expressed, or to abbreviate fully stated syllogisms—e.g. Burke's second argument, referred to above, might be put shortly thus: "The American colonists should not be governed harshly or repressively, for they are strongly attached to freedom."

Practice of this kind, in expressing the deductive arguments of a speech in syllogistic form, will afford the teacher numerous opportunities of explaining, with more or less detail, according as he may think advisable, the nature of the syllogism, the conditions on which its validity depends, and the most common fallacies to which it is subject.

So, too, the various kinds of inductive argument that are used in discussion may be taught. In this connexion, however, it is important to observe that the methods of induction cannot be applied rigorously to the subject-matter of ordinary discourse; they are applicable, in their strictness, only in the discovery and explanation of scientific facts and laws. The subject-matter of oratory is generally too complex to admit of scientific proof; and we should expect from a speaker only that degree of proof of which his subject-matter may be capable. A scientist may often explain the behaviour of natural phenomena by reference to a general law; but, in suggesting legislation to regulate the action of human beings as members of a State, a politician in his speeches can hardly hope to base his proposals on any universal law of human nature; he must be satisfied with some approximate generalization that will be applicable to the conditions, not of all, but of the greater number of, the people for whom the legislation is intended. The scientist attains a more rigid degree of proof because he is able to use the method of experiment; but the complexity of the material with which the politician has to deal, and the dangerous results that might follow, make it impossible for him to experiment to any appreciable extent.

From the nature of the Inductive Methods [says Mr. Carveth Read], it is plain that in such a complete and tangled situation as history presents a satisfactory employment of them is rarely possible; for they all require the actual or virtual isolation of the phenomenon under investigation. They also require the greatest attainable immediacy of connexion between cause and effect, whereas the causes of social events may accumulate during hundreds of years.*

* "Logic, Deductive and Inductive." By Carveth Read, M.A. (Alexander Moring.)

The statement that "there are two sides to every question" applies pre-eminently to the subjects discussed by the politician and public speakers generally. The speaker's task is to make *his* side of the question—the theory or policy that *he* advances—appear as plausible and true to his audience as it is to himself; but it is only rhetorical truth, not scientific truth, that he can demonstrate. This is rendered inevitable, not only by the complex nature of his subject-matter, but also by the very circumstance that scientific proof is a process usually requiring long time and much care for its fulfilment, while the time at the disposal of the orator is short.

It must be recognized, then, that the inductive methods of logic are applied in oratory only in a rough fashion. This circumstance, however, detracts in no way from, but rather adds to, the utility of teaching pupils to examine inductive method as it is used in ordinary discourse and to estimate the value of the proof that it affords. In our daily lives the subject-matter to which we apply our reasoning is, as a rule, not capable of being investigated strictly by inductive methods, and the canons of inductive reasoning that may be taught through the medium of arguments actually employed by speakers and writers are likely to be even more useful to our pupils in the ordinary affairs of life than a knowledge of the strictly scientific method applicable to natural phenomena would be. If a subject under discussion is so complex that it cannot be investigated by a rigidly scientific method, obviously we must be content to apply induction only with that degree of strictness which the subject permits.

The three main kinds of inductive argument, as it occurs in ordinary discourse, may be said to be:

(1) The argument from an example or examples, or, as it is sometimes called, induction by simple enumeration, in which we proceed from mere enumeration of one or more cases to a general proposition; as when a speaker, after enumerating particular Liberal measures that had been rejected by the House of Lords, propounded the general statement that "the House of Lords has been the invincible obstacle to Liberal legislation, and wrecks all our principal measures."

(2) Induction based on a causal relationship. In this kind of argument the inference may proceed either (a) from "cause" to "effect," or (b) from "effect" to "cause." (a) The argument from cause to effect was employed extensively by the Right Hon. Robert Lowe in his speech on Parliamentary Reform, delivered in the House of Commons, April 26, 1866. Postulating the passing of the proposed measure of extended franchise as a given cause, the speaker sought to establish that its effects would be "to destroy one after another those institutions which have secured for England an amount of happiness and prosperity which no country has ever reached, or is ever likely to attain." (b) From a given effect, the decline of the agricultural population of England and Wales since 1851, may be inferred such possible causes as the conversion of arable into pasture land, the growth of foreign competition and increased importation of agricultural products, the introduction of machinery on a large scale, agricultural depression and falling prices, lack of housing, and the attraction of other countries and industries.

(3) The Argument from Analogy, in which we draw a direct inference from one instance to a similar instance. Thus Burke, in his speech on Conciliation, draws an analogy between the situation of Ireland and Wales in the past and that of the American colonies, and infers that a policy of conciliation ought to be pursued. As soon as Ireland was allowed the privileges of the English Constitution she became peaceful and prosperous. Up to the reign of Henry VIII the Welsh people had no share in English liberties, and their country was in a state of perpetual disorder; but when they were given the rights and privileges of English subjects, "from that moment, as by a charm, the tumults subsided, obedience was restored, peace, order, and civilization followed in the train of liberty."

The nature of these arguments may be easily explained by reference to the instances that occur in speeches. Absolute proof is afforded by none of the three, but the degree of probability established by each varies according to the observation of certain conditions which can be studied

through the examination of particular arguments. It should also be noted that in practice the several kinds of inductive argument, which have been classified above as if they were distinct and separate, are often used in combination with, and shade off imperceptibly into, one another, and that induction is frequently employed to reinforce deduction. To be effective a speaker must argue both deductively, from general principles and the nature of the case, and inductively, from facts.

The most common fallacies of induction should also be taught—e.g. the fallacy of hasty generalization, the inference of causal connexion between phenomena on the ground merely of their existence, *post hoc propter hoc*, the mistaking of a single condition of an event for the whole cause, or of one consequence of a cause for the whole effect, *petitio principii*, *ignoratio elenchi*.

The following exercises may serve to indicate more precisely the kind of work that may be done:—

(1) State briefly and classify the argument contained in the following passage. Point out any weakness you find in it—

Perhaps there are in this room—I am sure there are in the country—many persons who hold a superstitious traditional belief that, somehow or other, our vast trade is to be attributed to what we have done in this way, that it is thus that we have opened markets and advanced commerce, that English greatness depends upon the extent of English conquests and English military renown. But I am inclined to think that, with the exception of Australia, there is not a single dependency of the Crown which, if we come to reckon what it has cost in war and protection, would not be found to be a positive loss to the people of this country. Take the United States, with which we have such an enormous and constantly increasing trade. The wise statesmen of the last generation, men whom your school histories tell you were statesmen serving under a monarch who they tell you was a patriotic monarch, spent £130,000,000 of the fruits of the industry of the people in a vain—happily a vain—endeavour to retain the colonies of the United States in subjection to the monarchy of England. Add up the interest of that £130,000,000 for all this time, and how long do you think it will be before there will be a profit on the trade with the United States which will repay the enormous sum we invested in a war to retain those states as colonies of this Empire? It never will be paid off. Wherever you turn you will find that the opening of markets, developing of new countries, introducing cotton cloth with cannon balls, are vain, foolish, and wretched excuses for wars, and ought not to be listened to for a moment by any man who understands the multiplication table, or who can do the simplest sum in arithmetic.—John Bright, at Birmingham, October 29, 1858.

The conclusion sought to be established in this passage is that English wars and conquests, so far from increasing, have actually diminished our national wealth and greatness; and to establish this proposition the speaker cites the War of American Independence as a case in point. We have here an induction from example; and it may be criticized as affording an instance of "hasty generalization." Only one case is cited—that of the American War—and the speaker's opponents might argue that this was an exceptional, and not a typical, case, since our defeat by the colonists involved the loss of our American possessions.

(2) Examine the validity of the following, considered as an argument in favour of Free Trade:—

For upwards of half a century Free Trade has been the mainspring and source of our national prosperity. To the abolition of protective duties is due the vast increase of our wealth in recent years. For many years before the adoption of Free Trade our commerce was almost at a standstill.

It may be objected that in this argument the speaker has selected only one out of several or many operative conditions, and has described it as being the sole cause of our national prosperity. Such essential factors in the increase of wealth as the development of railways and improvements in machinery are ignored.

(3) Comment on the logical value of the following retort made by Mr. Gladstone to a charge of obstruction brought against his party:—

I myself charged the Tory opposition under the late Government with obstruction. I will give you a specimen. We proposed a plan of Closure of Debate. . . . That proposal, which was so feeble that it never but once was brought into operation, and then it was not worth putting into operation—that proposal, on the pretext of respect for liberty of

debate, was opposed by the Tory Party for nineteen nights altogether. There is obstruction! There are the masters of it! There are the professors of it!

The fallacy of *ignoratio elenchi*, "ignoring of the question," may be said to be here involved, in the form of an *argumentum ad hominem* or *tu quoque* argument.

(4) "Proud of your confidence, and encouraged by your sympathy, I now deliver to you, as my last words, *the cause of the Tory party, the English Constitution, and of the British Empire*" (Lord Beaconsfield). What does the speaker imply, or take for granted, when he groups the italicized phrases together? Is any "begging of the question" here involved, or not? Give reasons for your opinion.

(5) "An attack has recently been made upon the Throne on account of the costliness of the institution" (Lord Beaconsfield). Classify and give a short account of the argument used by Lord Beaconsfield to refute this attack. Can the argument from analogy, used by itself, ever be really conclusive. Give reasons for your answer.

(6) "Gentlemen, I shall not stop for a moment to offer you any proofs of the advantage of a Second Chamber: and for this reason. That subject has been discussed now for a century, ever since the establishment of the Government of the United States, and all great authorities—American, German, French, Italian—have agreed in this: that a representative Government is impossible without a Second Chamber" (Lord Beaconsfield). Classify the argument here employed, and examine its validity.

(7) "Considering that you [Mr. Gladstone] stated in 1886 that the wit of man could not devise a plan for retaining the Irish representation at Westminster, how is it that you say now that there are a great many modes in which it can be done?" Does this prove Mr. Gladstone to have been wrong in his second opinion? What, from a strictly logical point of view, in relation to a question under discussion, is the value of a charge of inconsistency against an opponent, even if the charge be substantiated? What fallacy is involved?

(8) "If one-twentieth part of what has been said is true, if I am entitled to any measure of your approbation, I may begin to think that my public career and my opinions are not so un-English and so anti-national as some of those who profess to be the best of our public instructors have sometimes assumed."—Mr. John Bright. Is it a good argument against any opinion or proposal to say that it is "un-English"? Give reasons for your answer.

In many of the arguments that we read daily in books and newspapers, or use ourselves in discussion, fallacies are frequently found, and the inductive method is often applied in an excessively loose fashion, with a much less degree of strictness than that of which the subject may admit. Teaching that will enable our pupils to detect the weakness and insufficiency of such arguments will be of the utmost practical value.

W. MACPHERSON.

THE BIBLE AS A CENTRE FOR HISTORY TEACHING.

A LITTLE book* was noticed in these columns a few months back which suggested a new point of view for the popular teaching of History. Not new, of course, philosophically, but new in our schools and colleges, new to the ordinary historical textbooks and to the current conception of what history means. The difference lies superficially in two directions, though when we pierce beneath the surface we see that the two are vitally connected and are in fact only two aspects of one process or thought. In the first place, it was suggested that history should be regarded as one throughout the world, whereas the accustomed presentation of it is national. In the second place, if we accept the universal point of view instead

* "The Living Past." (Clarendon Press.)

of, or as dominating, the national, it will be seen that the strongest link of the whole—a link which has grown conspicuous only in the last hundred years and is now growing more rapidly than ever—is science with all its applications in industry, communication, and international finance.

It will be objected that such matters, and the universal point of view generally, are unsuited to children; and there is force in the objection. Whatever ideas we may have at the back of our minds, the child must be approached by stories and images familiar and congenial to him. But there is no real contradiction between the two methods. Only, if we accept the wider point of view as the ultimate goal, we shall choose the preliminary and intermediate steps as leading to it, and at each step the presentation will be coloured by our own fuller knowledge and purpose, which the child cannot yet appreciate. It is a commonplace in teaching other things. A few notes follow on how the teaching of the most familiar piece of literature in English may be used for the wider historical view, to obtain glimpses of the general progress of mankind.

That the Bible has been regarded as the leading clue by all great writers of universal history from the Christian point of view is well known. To St. Augustine it was the story of the revelation of a City of God, superseding the imperfect pagan *civitas*. To Bossuet it led up to the ideal modern State where the all-powerful and divinely appointed monarch held joint sway over Christian communities with God's viceregent in the spiritual sphere. To Cromwell it was the record of the triumph of a chosen few, firm in their consciousness of a divinely supported mission. So in each age and country of the Christian world it has reflected the mind and policy of those who have looked into it. Modern science and research have opened fresh vistas connecting the Bible with other sides of human progress, especially with primitive and early civilization. Some of these points will be suitable material for the teaching of the young. Others can only be grasped by the fuller and more mature mind. To the first class belong the references which throw fresh light on the great Empires surrounding the Jewish world to the South and East, Assyrian and Babylonian kings and legends, Egyptian stories and remains. To the latter class perhaps would be generally relegated most of the traces of an earlier savagery, of human sacrifice, of impure rites. To understand the stage of purgation belongs rather to the adolescent than to the child. The normal child and youth had better revel in the "Iliad" and study the "Rise of the Greek Epic" at college or just before. And so, in the Bible, the stories of Abraham and Joseph are best in their primitive simplicity. Robertson Smith's "Religion of the Semites" is a later stage, meat only for a John Stuart Mill before fourteen, for most of us at sixteen or later. But to the teacher, to any one who wishes, as an adult, to understand the real bearings and parallelisms of early thought, nothing could be more enlightening or stimulating than the famous chapter in Dr. Murray's "Rise of the Greek Epic," where he shows how an epic on the Greek model might have been constructed from the material in the Books of Joshua and Judges, had there been a Homer in Judah.

The simpler and clearer links with other history will be sufficient in most cases, and are not, I fancy, so much recognized in the current teaching of the Bible as they might be. They are exceedingly striking, and suggest inevitably the working of deep common causes in the evolution of quite independent civilizations. The great landmarks in Jewish history correspond closely with those of Greek history, which has divided with the Jewish the allegiance of the modern world. The parallelism suggests the wisdom of connecting the two with our teaching, and avoiding the unnecessary opposition between Hellenism and Hebraism which the course of Western history is working to overcome.

About the beginning of the last millennium B.C. is the first date at which the parallel development of the two peoples strikes the eye. It was a time of tribal migration, and the occupation of the Greek lands by Achaeans from the North-west and of Canaan by the Jewish tribes from further East and South were approximately at the same time. The movements which gave birth to the Books of Joshua and

Judges among the Hebrews and of the "Iliad" among the Greeks were both similar and contemporary. The Temple at Jerusalem and the Epic of the Greeks sum up for that first century of the last millennium B.C. the comparative genius of the two peoples. Pass over a third of the thousand years, filled by the colonization of the Greeks and the discords of Israel and Judah. There then appeared, again nearly at the same time, the two characteristic types of prophetic men among the Jews and Greeks. We know them as the Prophets of the Bible, and in the person of Amos, Hosea, and the first Isaiah appeared some hundred years before the *Sophoi* of Ionia, who filled a similar place in Hellenic civilization. Intellectual curiosity and the beginnings of exact science thus seem, in time as in substance, to occupy the place in the Greek mind which a religion, strict in belief and in moral practice, was to hold among the Jews. Another step takes us just beyond the middle of the millennium. The remnant of the Jews have returned from Babylon; the stamp which their national character was to wear henceforth had been impressed. They are a people separated by religion and living under the protection, tempered by persecution, of nationally alien political powers. They rebuild their Temple at Jerusalem just at the time that the Athenians are rebuilding their Parthenon, the symbol of the repulse of a theocratic and retrograde enemy.

It is the last great meeting point between Old Testament history and the outside world, and perhaps the most impressive of all. One can imagine a whole philosophy of history developed from the companion pictures, Nehemiah's Temple and the Parthenon. But, when we pass on to the New Testament, another opening is given for the comprehensive method. What comes between the Old and the New Testament? Just that portion of Ancient History which it most concerns us to know, and which is most generally taught in places of learning—the crisis of the Hellenic world and the rise and triumph of the Roman. Thus broadly treated, the covers of the Bible may be made to contain a complete sketch of ancient civilization; and the modern world, with all its problems, may be viewed as a pendant to the New Testament.

It is not our meridian, but our breadth of view, which determines the outlook. We may take this meridian of history where we will and measure the world from it. And to many of us the Bible is the most familiar, a spiritual fatherland from which it is easier to approach the distant horizon than even from the land of our natural birth.

F. S. MARVIN.

SAFE NOVELS.

Broken Shackles. By JOHN OXENHAM. (6s. Methuen.)

The novel falls into two distinct parts, between which almost the only connecting link is the identity of the hero. The first part relates the *débâcle* after Sedan, the discomfiture and rout of the new Army under Bourbaki, and the disarmament on Swiss territory; the awful march of starving troops through slush and sleet and snow, the incompetence of the general staff, the consequent demoralization of officers and men, and the vacillations of Bourbaki. The only man who keeps his head is Le Comte de Valle, a young and brilliant staff officer married to an heiress, from whom he virtually, though not legally, separated. The pendant to the battle-piece is a pastoral idyll—de Valle, a famished and footsore fugitive, is fed and fended by a Swiss *Mädchen*. He interposes in a fray with French marauders and receives a pistol-shot intended for the brother. He is conveyed to the girl's home in the mountains, where the father and brother own a sawmill, is nursed to health, and determines to abjure his name and country and live as a Swiss *Bauer*. Here we may leave the hero. Peril and adventure are by no means at an end—avalanches and *Staub-Lawinen* and incendiarism. Enough to say that he commits two justifiable homicides, but is not guilty of bigamy. The psychology seems to us doubtful. Would the born soldier, trusted by his chiefs and beloved by his men, with every gift of birth and fortune,

have been content to expatriate himself and turn rustic without one regret or backward glance?

(1) *Waiting.* By GERALD O'DONOVAN. (6s. Macmillan.)

(2) *Old Andy.* By DOROTHEA CONYERS. (6s. Methuen.)

(1) Irish novels are always popular in England, and both these are worth looking at. Mr. O'Donovan shows us priest-ridden Ireland, peopled, however, by some charming human beings. He shows us tyranny and ignoble submission pitted against the spirit of life and freedom in the person of the young peasant scholar and school-master who dares to marry a Protestant. The rebel has not actually won out within the pages of the book, but he is fighting and waiting, as Ireland herself is fighting and waiting. Father Mahon, the unscrupulous, violent, and petty priest, who might have come out of the chronicle of Gregory of Tours, is not drawn quite enough from within to be convincing. Indeed, though there are some good minor sketches, the characters, on the whole, interest us less than the theme. But there is good work in the book.

(2) Mrs. Conyers shows us the Ireland of foxhunting priests and foxhunting farmers. Everybody hunts, and enjoys several hunts during the book, and would have gone on hunting to the end, but for an attack of foot-and-mouth disease. There is no excuse for anyone who has read "Old Andy" to make as many or such elementary mistakes about the points of hunters as the conceited, crude young Englishwoman who has brought her husband over to speculate in horses, for their points and flaws are explained to us again and again. But it is a charming book, written with much love and knowledge of Irish life and Irish people on the land. Every page has some delightful scrap of conversation. Old Andy himself is admirably drawn. The nearer to the land the better are the characters. The superior people are types, rather wooden and tiresome, but they serve quite well to hold up the web of Irish life as it is lived from day to day, with its fatalism, tears, laughter, and quaint deceptions, and its generous self-sacrifice.

EDUCATION IN AN INDIAN DISTRICT.*

THE biography that one high-minded Indian Civil Servant has written of another well deserves attention. To teachers it shows what one man was able to effect in a single Indian district for the education of the people. It is true that the Government of India is a great achievement, a model to other nations of imperial rule. It is none the less true that whenever a frank, impartial, and unprejudiced history or biography is written by an Anglo-Indian we learn something to remind us that governments of subject races are not and cannot be perfection. Not long since Mr. Gokhale's Bill for the Extension of Elementary Education in India, based on the Irish Education Act of 1892 and the English Acts of 1870 and 1876, was rejected by the Imperial Legislative Council, although the Indian National Congress, the Moslem League, and large numbers of Indian rulers approved the Bill. It was a first step towards making education free and compulsory, naturally with great limitations, necessary in a poor country where so much of the work is performed by children. It applied only to boys between six and twelve, the intention of the promoters being to apply the Act to girls at a later date and with greater reserves. The Council threw the Bill out.

Mr. Hume entered the Indian Civil Service in 1849, at the age of twenty, when the East India Company was still in power. He was the eighth child of the well-known economist, Joseph Hume, and inherited no small share of his father's courage and enthusiasm for reform. He was educated at Haileybury, and once mentioned to the reviewer that his Indian career was nearly wrecked at starting. He and a number of fellow students, after completing their course, abused their few weeks of unchartered liberty by some reckless frolics; several parents were informed that their sons lacked the qualities essential to the work and that the Company was unable to accept their services.

* "Allan Octavian Hume." By Sir William Wedderburn, Bart. (5s. net. T. Fisher Unwin.)

Mr. Hume began low down in the service as clerk of a police court and occupied two other minor posts before he ever heard a case of petty assault. He possessed every quality of a great ruler—sound judgment, determination, courage, enthusiasm. Nature, too, had been kind to him: tall and handsome, his appearance was distinguished, his manners affable and charming. His aim was not to occupy an easy post, but to take wise measures for the welfare of the people he ruled, to lessen ignorance, superstition, and the twin scourges of India, famine and plague. His zeal and energy were unbounded, he knew how to choose subordinates who helped in a great forward movement. It is permissible to doubt whether a Collector working to-day could achieve so much as Hume between 1849 and 1867. Mr. Hume reformed the police and the law courts, improved agriculture—including, of course, irrigation—started a good paper in the vernacular, began a national reformatory for bad boys, rebuilt and drained Etawah City, capital of Etawah district, Bengal, until it was the admiration of all visitors. Not least was his work for education. A few months before the Mutiny broke out he described his work in a detailed report. He had received semi-official permission to attempt to establish free elementary schools. The zemindars had to pay voluntary cess to support the scheme. Soon there were 32 village schools; by January, 1857, there were 181, with 5,186 scholars, including two girls.

There were only three buildings at first, schools being chiefly held in a zemindar's house or in some old building repaired for the purpose. The teachers received the modest pay of four to six rupees per month, only eight enjoying the larger sum, and we are assured they were capable men. Rules were drawn up, inspection arranged, and a central English and vernacular school opened at Etawah for 104 scholars whose secondary education would carry them on to Agra College. After the Mutiny the Government of India hummed and hawed over education. Instead of reforming itself and its methods, thus removing the cause of the outbreak, it warned Mr. Hume against over-zeal for education and contributing money to forward it. Before Mr. Hume left Etawah in 1867 the schools had increased to 250, and he had even secured a grant from the public exchequer to forward the work. On a piece of ground in the centre of the city, and one of its chief buildings, stands Hume High School, which Mr. Hume caused to be built and helped to endow. Its shape, chosen entirely for convenience, is that of the letter H. On the day that news of Hume's death reached Etawah (ob. July 31, 1912) all the shops of the bazaar were closed out of respect for his memory, though over fifty years had elapsed since he had assumed the position of Collector.

From 1867 to 1870 he was Commissioner of Customs. At the former date there existed in India the great salt barrier, 2,500 miles long, a grotesque fortification against the cheap salt of Rajputana, a barrier whose existence harassed and impoverished the people. Hume was ready with a fresh scheme, razed the barrier, with the result that the Indian tax-payer paid half as much for a purer article, whilst the Government gained more than twice the former sum by a scientific method of taxation.

When Lord Mayo became Viceroy in 1869 a genuine agriculturist was in power who boasted that he had often stood in the market the livelong day selling his beasts. Hume then became Secretary to the Viceroy's Council, and both these great Governors worked out an Agricultural Department of which India stood sorely in need. In India the best of cultivators can do little without the co-operation of a scientific and far-sighted administration to aid him and prevent total ruin when the monsoon fails and famine stalks the land. It was an open secret that Mr. Hume, also a practical agriculturist, would make an ideal Director-General, with an expert staff of eight provincial directors under him, working by means of experimental farms and agricultural schools. The India Office whittled the whole scheme down to nothing. Sir William Wedderburn significantly remarks of the agricultural scheme: "The sheep needs feeding as well as shearing." When Lord Lytton became Viceroy, Mr. Hume was summarily ejected from the secretariat, an action which the

whole Anglo-Indian press, usually not too favourable to Hume and his forward policy, characterized as gross jobbery and a cruel wrong. It appears that Lord Lytton, even in the privacy of the Viceroy's Council, could not endure a full discussion on the merits of any policy after he had announced his own. So remote is the Viceroy from the affairs of the vast populations of India that those who surround him need to be his very eyes and ears, what Voltaire well styled "the procurators of the poor." A few years later Mr. Hume founded the Indian National Congress, which claims for Indians some modified form of representative government, that they may press forward the movement for social reform. This was secured to them by Lord Morley's India Councils Act in 1909. One of the articles of Congress is a demand for a free and compulsory system of national education.

One could wish that Sir William had adopted a different style for this interesting biography rather than that of wholesale quotations from numerous reports. This method permits others to take the brush from his hand and to produce rather the effect of a composite photograph. Sir William shows himself possessed of an excellent style. Had he digested these reports, reproduced the substance, and made a homogeneous story of the whole, we should have had an eminent Englishman's biography by another equally eminent, two men whose great and self-sacrificing labours for India are recognized, from the Himalayas to Cape Comorin, who are revered as rishis or saints by all intelligent enough to realize what their devotion to India's welfare has entailed. A native has been known to observe that Britain's rule in India would last for ever if the supply of Humes and Wedderburns were guaranteed.

C. S. BREMNER.

BERNHARDI AS EDUCATIONIST.

A FEW years ago the name of Bernhardi was unknown in England except by a few military writers and specialists, and now it is quoted by every journalist and pamphleteer as the embodiment of aggression and unscrupulous militarism, though few of these can have studied his writings. A translation of his "Germany and the Next War" will now enable the million ignorant of German to form a juster view of the man and, we think, convince them that the devil is not so black as he is painted. His views in the chapter "The Army and Popular Education" are, with some reservations, pedagogically sound, and his strictures on German elementary schools point out much the same defects as those which our English reformers have noted in ours, and striven with some measure of success to correct. (1) He denounces big classes and demands attention to the individual. Germany, in this respect, is worse off than England—classes of eighty and schools of a hundred and twenty with two teachers. (2) "Religion" has the lion's share in the curriculum—four to five hours a week in every class, and it is formal and dogmatic—the Catechism, the Pericope (our Lectionary), and hymns learned by heart. There is no attempt to make it a spiritual or moral influence. (3) *Realien*, which include history, geography, Nature study, and science, are begun late and have only six hours a week assigned to them. (4) Education stops at fourteen, and compulsory continuation schools are to form not only the soldier, but the citizen and the complete man. The points of difference from our ideals are comparatively few. He points to England as a warning against English devotion to games and sport, and he looks on the clamour of Trade Unions and Labour members for shorter hours as a sign of softness and degeneracy. He would have no schools for children under eight, and he condemns mixed classes of any age. He holds that the main object of history is to teach patriotism. In spite of the military bias, General Bernhardi may firmly rank as an educational reformer.

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THE FOUNDING OF EXETER SCHOOL.*

THIS is an excellent book for those who are trying to arouse an interest for local history as helping to illustrate general history; for the writer really gives out to us from the original sources which are in the Exeter Muniment Room and the Chapter Records the story of an epoch in the municipal life of the city in the seventeenth century, and, besides many "Worthies" of Exeter, we have brought before us some of the great names of the period, such as King Charles at the meeting of the Privy Council, with Archbishop Laud and Mr. Secretaries Coke and Windebanke; whilst Noy was Counsel to the City in April, 1625, at the fee of £3. 6s. 8d. per annum; and he so pleased his clients at the end of 1631 that they resolved "that a tonne of the best syder that can be gotten and that two good samon pyes shall be provided att the charge of the Cittie to be bestowed uppon Mr. Attorneye as a token of the thanckfulness of this Chamber unto hym for his great love and care in the public affaires of this Cittie."

In 1602 a Mr. Perryman was appointed Master of the High School by the City Chamber, to whom the Bishop had passed over the nomination, in return for the part the City had played in the restoration of the school buildings. They came to rue the day when they made their choice; for Perryman was evidently a truculent and masterful man, and made many enemies, whilst, on the other hand, he tells us that the school buildings caused him much expense. At any rate, by the year 1622 we get a petition presented by Perryman to the Privy Council complaining that an outrage had been offered

* "The Founding of Exeter School: a History of the Struggle for Freedom of Education within the City of Exeter." By H. Lloyd Parry, Town Clerk of Exeter. Dedicated to the Exeter City Council. (Exeter: James Commin.)

to him and to his school, and that the magistrates countenanced it and would grant him no redress.

But soon Perryman brought further charges against the Chamber, having reference to certain proposals of the Chamber for establishing a new school, and to sundry rates or charges that had been levied on him. It is evident from a petition of the citizens and others about this time that Perryman's school did not suit all, for it was stated that the children there "profited nothing at all. For which Cause and for the Crewell and Tiranicall Whippenge of Divers of our said children being apt to learne and of mild nature . . . some of our Children went of meechinge refusinge to goe to schoole chosinge rather to hange themselves, drowne themselves, cutt their owne Throates or otherwise murder or mischeife themselves." Consequently, citizens sent their children to Thomas Spicer, and they felt that if Mr. Thomas Spicer were forbidden to teach (as was threatened at the instance of Perryman) the "children are likely to be utterlie undone and to be barred from learninge, which is most lamentable."

In 1623 the Recorder, and later on sixty leading citizens, petitioned that the Bishop should permit the establishment of a Free School. But the Bishop considered that no cause had been shown, as Perryman had for the most part rebuilt the High School at his own charges, as there was plenty of room for more scholars, and as it would be a disadvantage to the city to have another school, because indulgent parents would upon slight occasion remove their children from one school to the other.

In 1624 the quarrel broke out again over the question of rating. Perryman was assessed for a powder rate and for subsidies and tenths and fifteenths. Perryman refused to pay the rate, was summoned to appear before the Lord Lieutenant at Westminster, and appeared there, having fortified himself with the assistance of Archbishop Abbot,

(Continued on page 818.)

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who prayed "the Lord Russell to give the best assistance that his Lordship can to this petitioner in his honest cause." Russell informed Perryman that he was liable, but that on making proper submission to the Mayor and Deputies he should this time be exempt.

We may be sure that the Authorities took good care that Perryman's submission should be a very public one, and the reception which he received from the crowd evidently stirred him to anger, and this time he set forth in full his grievance in a petition to the Privy Council. In answer to the complaints, the Chamber justified their assessment and defended their action. Their desire to establish a new school they regarded as praiseworthy. The city had increased, and in the past the city had frequently had two schools. Perryman had done well out of the school, and his rebuilding had been done by means of subscriptions. In the end the Privy Council decided that the Authorities had been too hard on Perryman, and they ordered that the magistrates should be admonished to forbear to put any like unnecessary charges upon him.

So far the victory rested with Perryman, but the Chamber was not content to let the matter rest, and, taking advantage of legacies left for the purpose, they proceeded to set up a Free School in part of the buildings of the St. John's Hospital, and this in spite of the opposition of Bishop Hall.

The result was a further petition of Perryman to the Privy Council and a reopening of the old quarrel. The Chamber pointed out that the number of inhabitants had greatly increased, that Perryman's school was not large enough, that the fees charged had been increased, and that it was "not right that such a multitude of people should be tied to the humours of one school," but that competition would be good for the discipline of both the old and the new. The Chamber further objected to the plan proposed by the Chapter that it and the Chamber should join in electing the Master, stigmatizing the proposal as "a mere mouse-trap," and it declared

that the Dean and Chapter would do no good work themselves and would hinder others.

The Privy Council in their order of February, 1631, declared themselves unwilling to check the new Free School, but fearing the ruin of Prettyman's school they bade the Mayor, Magistrates, Dean and Chapter confer for making both schools free.

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Bishop Temple points out that it was the intention of the Commissioners to reorganize the endowments so as to provide a complete system of education from lowest to highest. They assumed that the Education Act of 1870 provided for elementary schools. They therefore proposed to see to the provision of the other steps in the educational ladder, if one may be permitted any longer to use this well-worn simile. He then proceeds to give the details of the scheme, after which he enlarges on the question of higher education and scholarships. The highest grade was to be provided by the Grammar School and a girls' school, and they were to receive a much larger share of the joint endowment of the St. John's Hospital and Grammar School than previously assigned. This was necessary if a thorough system of education was to be established, and in doing this the Commissioners considered that

(Continued on page 820.)

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Finally, he points out that the school was intended to be of county rank. The difference in the dignity of the head master would be considerable, and would attract more able men—a necessity, if the school was to succeed. Thus we see the way in which the grip of the "dead hand" was loosened from the throat of Exeter education.

The subsequent history of the schools in Exeter is merely of local concern, but in Appendix B in the Statutes and Ordinances of the "free Grammar Schoole" we return to matters of wider interest. We read that "the schoolmaster and usher shall be of approved skill and knowledge in latyn and Greek and be also of good name and credit, and of honest conversation and life. Every day except Sundays and Holydayes, at 6 a.m. the schoolmaster and usher shall make their repayr to the said school and then joyned in prayer and singing of a psalm together with the scholars. If any be absent, the schoolmaster shall send for him and shall correct him discreetly according to his demerit." School was to go on till 8 a.m., when all went off to breakfast, and returned at 9 a.m., going on till 11 a.m., when they went home to dinner. Then back again at 1 p.m., to continue till 5 p.m., when, after prayers said and a psalm sung, the scholars were to return home, "passing through the streets in civil and decent manner."

The holidays were on Tuesdays and Thursdays, thus making a more reasonable distribution of the week than we get at the present time.

The scholars were to be taught "to demeane and behave themselves schollerlike . . . that they wear their apparel clean and decently without wilful spoiling thereof, and the defects and decayes therein to intreat their Parents, Tutor, and Hostes to cause to be amended in tyme fitting. That they use not swearing, ribaldry, or filthy communication, nor frequent Taverns, Alehouses, or howses of gaming."

Weekly two of the scholars were to be appointed as prefects. The schoolmasters were not to absent themselves for their recreation or business for longer time than twenty schooling days a year, except for illness or for some reasonable excuse, and both were not to be absent at the same time.

We will end our quotations with the directions for the education of the scholars, who are not to be taught any "Author, Book, principle, or Rules tending to Heresy, schism, superstition, or error in Religion." W. J. H.

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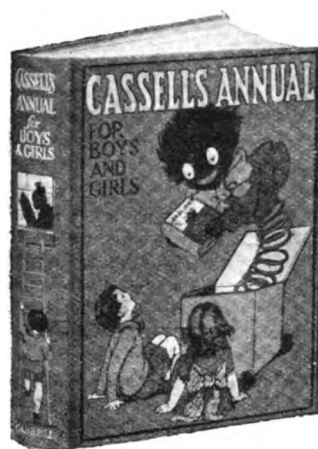
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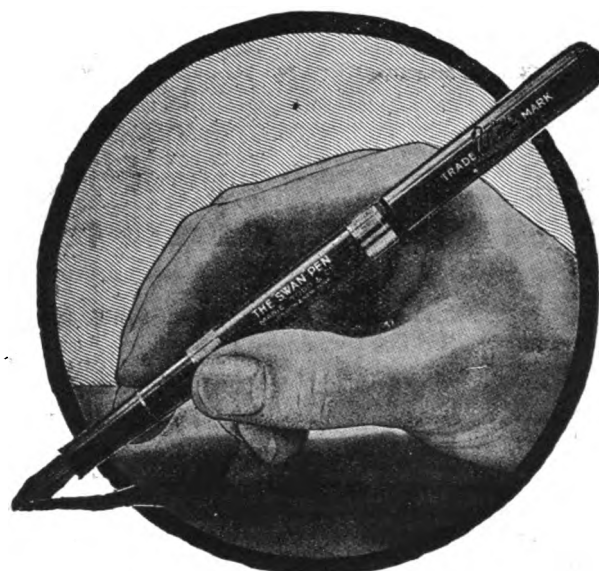
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LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

THE EFFECT OF THE WAR ON SCHOOLS AND SCHOLARS.

LAST month we noticed briefly Sir John McClure's appeal on behalf of the Professional Classes War Relief Fund. The Council have decided that the fund should be devoted to the purpose of enabling children to go to school who would otherwise be prevented, and to remain at school when they would otherwise be withdrawn. To secure this object, the Council will approach the proprietors and governing bodies of schools, and, as far as the funds permit, assist them to continue and extend the generous offers that many of them have already made to parents of the professional classes whose incomes have been seriously reduced by the War.

Since then we have tried to ascertain from educational agents how far the War has hitherto affected the numbers and staffing of secondary schools. We give the complete answer to our inquiry furnished by one of the largest and most important of them. It is more sanguine than we should have expected, but it must be borne in mind that the stress of War is only beginning to be felt. The War Tax is still to be paid and notices of removal have still to be given.

Pupils.—Generally the War has not had a serious adverse effect on the number of pupils being educated in this country, for, whilst some schools have suffered more or less severely, others have gained. This applies more to girls than to boys, on whose education the War generally has had little or no effect. The schools that have suffered most are the more expensive boarding schools which have been in the habit of receiving in large numbers older girls from the Continent and colonies. During the last few years a large number of girls from Germany and Austria have finished their education in this country, and nearly all of these returned home on the outbreak of hostilities. There are also many girls from other parts of the Continent who, owing to the War, have been kept at home instead of being sent to schools in England; and

girls from the colonies—Canada, South Africa, and elsewhere—who, for financial and other reasons connected with the War, have been prevented from coming to or remaining in England. On the other hand, we find, on inquiry, that the number of pupils sent to day schools has increased this term, probably owing to the fact that parents who, in the ordinary way, would have sent their children to boarding schools, have been prevented, for financial reasons, from doing so, and are keeping them at home and sending them to day schools. A certain number of schools in Paris and elsewhere receiving English girls to finish their education have taken temporary premises in and near London, where they are carrying on their work, and there are also a number of refugee children from Belgium, for a certain proportion of whom hospitality and free education are being provided by the principals of schools.

Teachers.—A very large number of assistant masters, many of them old members of the University and Public Schools Officers' Training Corps, have received commissions or joined the ranks of the new Army, and there has been great difficulty in filling their places. The supply especially of Oxford and Cambridge University men for work in the leading preparatory and public schools has been very small for some years past, and has now almost vanished. The supply of men from other Universities, which has usually been fairly good, is also affected, though not so seriously. The consequence is that the places of assistant masters in a large number of schools, both public and private, are being filled this term by women teachers, and there are signs that for next term this number will be considerably increased. Since the commencement of the War we have introduced between sixty and seventy women teachers to boys' schools to take places hitherto held by men. There is, however, a fairly good supply of well qualified lady teachers available for this purpose, and head masters of boys' schools who have tried the experiment of filling the places of men who have volunteered for the Forces by lady teachers have generally been well satisfied with the result. We have thought for some time past that, apart from the War, the time was bound to come when lady teachers would be regularly employed in boys' schools where usually the whole of the work has been done by men, due to the rapidly decreasing number of men who adopt the teaching profession.

The effect of the War on the number of teachers required for ladies' schools has not, up to the present, been so noticeable. Lady teachers who have been teaching in Germany for some time past have been returning to England since the War broke out, and several of these have been appointed to fill the posts in schools that have hitherto been taken by ladies of German and Austrian nationality, very few of whom are now employed in English schools.

During the month of October, however, the applications made to us for assistant mistresses in girls' schools was considerably below the normal demand, although there has been no falling off in the number of candidates seeking appointments. In many cases the places of mistresses who are giving up their appointments will doubtless have to be filled, but we are inclined to think that principals are waiting to see what effect the War is likely to have on their schools at the commencement of next term before taking steps to fill their vacancies.

For instance, we know for a fact that, in a very large number of boarding schools and in some of the more expensive day schools, many parents have given provisional notice for the removal of their children, feeling that their financial position may be seriously affected by the continuance of the War. Probably only a portion of these notices will be carried into effect. So far as we have been able to judge, the majority of the public secondary schools receiving day pupils have not been affected by the War, but there is a tendency, we think, for both principals and assistants to avoid making changes. The number of vacancies occurring in boys' schools, excepting in the case of masters who are offering themselves for the Army, is probably less than usual.

Financial Position.—There is no doubt that the great

public and leading preparatory schools for boys, and the more expensive boarding schools for girls, are being financially affected, more or less seriously, through the War, whilst many small schools will probably have to close altogether. We hear that, in many of the more expensive schools, the children of parents who, through loss of income owing to the War, are unable to pay the usual fees, are being kept on at nominal fees, and some of these schools are finding difficulty in filling the places of boys and girls who in the ordinary course of events will be leaving at the end of this term. We are inclined to think, however, that the larger day schools are not being adversely affected, but, on the contrary, many are benefiting through an increased entry of pupils.

Other agents report less favourably. Preparatory schools have suffered most, especially those on the South Coast. One of these started this term with 90 boarders, and has received notices of withdrawal of 35. Another school in the Home Counties, with 37 boarders, will lose next term by withdrawal 21. A lady principal writes:—"Last term my numbers were 40; this term they are more likely to be 8 or 9." Another writes:—"In spite of an announcement that the ordinary school fees would be liberally reduced, I have no new entries. I can see nothing but ruin ahead, with the loss of a very large capital."

Public schools and endowed schools have been less gravely affected. Liberal allowances have generally been made to masters serving with the colours, and those that remain have cheerfully undertaken the work of their absent brethren. But our chief concern is for the rising generation. To begin school at twelve or thirteen, instead of at ten or eleven, may be no serious loss if home conditions are favourable, but to be cut short of the last year or two of school may be, and would often be, calamitous. Not only would it block the way to a liberal profession, but it would mean a lowering of the high water-mark of national education.

We remember hearing many years ago a speech of Lord Lansdowne in which he told how a country squire, complaining of agricultural depression, had said to him: "I have got rid of my girls' governess and given my boys' tutor notice. If times don't improve, I shall have to sell my third hunter." This was Early Victorian, and our experience to-day is of poor parents, unpaid schoolmasters and clergymen, briefless barristers, and country doctors, who stint themselves, and even run into debt, in order to send their sons and daughters to college. For the families and dependents of our soldiers and sailors adequate provision has been made by State allowances and the Prince of Wales's Fund, but those who serve and wait need no less our active sympathy.

Donations should be sent to the Treasurer, Professional Classes Relief Council, 13 Prince's Gate, S.W.

SUGGESTIONS FOR GEOGRAPHY TEACHING IN TIME OF WAR.

PROBABLY the teacher of geography at the present time will feel that, in the upper forms at least, it will be necessary to modify the course already planned and to pay special attention to Europe.

Central Europe includes the War area, and also nearly all the important features of European geography. These features will have to be dealt with separately, although, through the changing fortunes of the War, with its various needs and scenes, they will appear in quite a different order from that which we endeavour to follow logically. This does not really matter, as all the time the pupil is gaining information from newspaper reports and sketch maps that will prove very useful in the special lesson that he will receive at the right time.

A course which is given with the intention of enabling the pupil to follow the War intelligently, through a better understanding of the geographical conditions under which it is

conducted, might very well take as a preliminary lesson some account, however slight, of the difficult problems which armies must solve—such points as the meaning of a base, the need of good communications involved in big movements, the provision of food and ammunition. The preparation in advance of lines of approach and retreat would be used to show the necessity of geographical knowledge on the part of those who are in command, and it is needless to say that such a preliminary lesson would be received with the deepest interest, not only by boys, but by girls also.

The following short scheme is proposed for a senior class:—

1. Preliminary lesson.
2. The build of Central Europe. Position of lowlands, highlands. [Special attention to be paid to contours and gradients.]
3. (a) *Natural routes*: Rivers and valleys. Hill gaps and mountain passes. [The Moravian Gate between North-eastern and South-eastern Europe. The Burgundian Gate connecting the Saône-Rhône Valley and the basin of the Rhine. The old routes leading through Leipzig, Thuringia, and Westphalia. The valley of the Meuse through the Ardennes.] (b) *Artificial routes*: Railways and canals. Berlin, Paris, Brussels, Vienna, Cracow.
4. *Boundaries*.—(a) *Natural*: Sea, rivers, mountains. Rivers and mountains not effective boundaries in the Alps, Rhine, and Danube, as shown in France, Switzerland, and Austria. Defence of these. (b) *Artificial*: Boundaries resulting from conquest or agreement. Irregular form. Want of geographical character. [Angle of Russian boundary between Austria and Germany. Boundaries of France, Belgium, Germany, Denmark. The position of Switzerland.] Defence of these.
5. *The Sea-Coast*: Ports and maritime power. The North Sea and Baltic, with consideration of river-mouths, sandy shores and banks. Difficulties of navigation; attack and defence. Advantages of coast-lines and ports. [Special attention to be paid to Antwerp, Rotterdam, Hamburg. In lesser detail the Mediterranean, with Marseilles, and the Adriatic coast-line.]
6. (a) *Nature of surface*: Sandy, clayey, marshy, rocky, and its varying character under wet or dry conditions. [This might have been touched upon in the lessons on surface and relief, now with some climatic considerations added.] (b) *Position and value of towns* at important points. [Some have already come under "Boundaries and their Defence"; others under "Sea-Coast and Ports."] Meeting of routes, as Berlin or Frankfurt-on-the-Main; on coal-fields, as Liège, Zwickau, or Namur; chief points on rivers, Namur, Basel, Regensburg, Mannheim. Gap towns as Belfort or Minden.
7. *Resources*.—(a) *Agricultural*. [Connect with surface and soil.] (b) *Mineral and industrial*. [From general conditions of resources lead on to local developments as seen in the food and industries of Germany, Belgium, Denmark, France, Russia, and Austria.]
8. *Chief Imports and Exports* of each country now at war. [Connect with resources, surface, ports, and routes of each country. Some were slightly touched upon in "Position of Towns." This should sum up and make more definite some of the previous work.] Considerations of how far each country at war can feed itself and an invading army; also how far its power to supply itself and to trade with other countries is stifled by war.
9. *Political Divisions* on map more closely studied, and their independence of natural boundaries, due to historic causes. [Part of this would have come nearer to the beginning of the course, but without great emphasis. It might follow on "Boundaries,"

which would have done some of it.] The composite nature of the Empires of Germany, Russia, and Austria. The Neutral States, and their place in Europe, with special reference to the Netherlands.

10. *Population*. Its distribution according to factors already touched upon—"Surface," "Soil," "Products," "Routes."

Some study of races.

Chiefly under "Imports," "Exports," and "Supply," some notice should be given to the splendid co-operation of other parts of our Empire.

The whole of the course would be well illustrated by maps drawn on the board by the teacher (rapid, effective sketch-maps), maps drawn by the pupils to bring out salient features, boundaries with position of fortified towns; routes boldly marked in red, black, and blue; many separate maps to show value of position of chief towns, and connexions in various directions; maps to show respectively climate, population, and products; not elaborate, but each dealing with one prominent feature bearing upon the lesson. Every school, probably, already has a map of the War area pinned up, to follow events with tiny flags. Illustrations should be many and frequently changed. Often those in the newspapers are very useful; as, for instance, one which showed a picture of part of the Franco-German frontier, where the left-hand side of the road is in France, and the right-hand side in Germany.

It is difficult to specify time for such a course, which must depend entirely upon the provision made for it in the timetable. A large number of schools have two periods a week of forty-five minutes each for geography, in the upper forms. Some have three periods. But, whatever time is allowed, the War is going on, and interest in it never flags, both of which factors are doing more than half the teacher's work. He has only to lead the class.

For a junior class the teaching would be largely pictorial and descriptive. The War Map with its flags is always to the front. The following is a suggestion as to the form the lessons might take:—

1. A talk about war. Why we fight. Armies moving, feeding, resting.
2. A bird's-eye view of the contending countries of Europe from a British aeroplane. [Pictures of aeroplanes, and views.]
3. The sea-coast. On board a battleship patrolling the sea and keeping in touch with ports. [Pictures of ships and ports.]
4. By airship to Belgium. Its country, occupations, and people.
5. A motor-car in France. From Calais, through Paris to Marseilles, and west to Bordeaux. The choice of easy routes. [Maps.]
6. Border-lands where armies meet. Boundaries and their meaning.
7. A flight over Germany, ringed in by Denmark, Russia, Netherlands, France, Austria, and Switzerland. Where it touches the sea.
8. The meaning and position of Neutral States: (a) By the sea—Holland and Belgium; (b) Inland—Switzerland.
9. The feeding of a country. Russian wheat, German sugar, Danish dairies, French wine. Chief industries.

Every good geography teacher knows that his reading must be continuous, varied, and not limited to geography text-books. He must also encourage reading in his pupils. Many now will read with great interest Erskine Childers's "Riddle of the Sands." Among books of particular geographical interest may be mentioned: "Outlines of Military Geography," by T. M. Maguire. Cambridge University Press, 1900, 10s. 6d.—"Military Geography of the Balkans," by L. W. Lyde. Black.—"The Continent of Europe," by L. W. Lyde. Macmillan, 1913, 21s.—"Central Europe," by J. Partsch. Frowde, 1903, 7s. 6d.—"The Nearer East," by D. G. Hogarth. Frowde, 1905, 7s. 6d.—"Tableau de la Géographie de France," by de la Blache Vidal. Hachette, Paris, 1903.—"Régions et Pays

de France," by J. Févre and H. Hauser. Alcan et Guillaumin, Paris, 1909.—"Germany of To-day," by Charles Tower. Home University Series, 1914, 1s.—Also articles by Belloc and Holdich.—"A Textbook of Geography," by A. W. Andrews (Arnold, 1914, 5s.), is the best to use.

As for maps and atlases, the teacher is lucky who possesses the splendid atlas known as Dierke's "Schul-Atlas für Höhere-Lehranstalten," otherwise he will not now be able to get it. Probably Murray's "Historical Atlas" is the best available of its kind, but expensive. Easier to procure is *The Times* "War Atlas," which, however, is entirely political, and does not show land features. For class use the diagram maps are excellent. Bartholomew's "Map of N.E. France, Belgium, and Rhine" (2s.) is very good. For wall-maps the Sydow-Habenicht are among the best and also the dearest. Others to be recommended are Mackinder's maps, published by Stanford; and cheaper, good, but not aiming so high, Herbertson's Oxford Wall Maps.

E. C. MATTHEWS.

A PIONEER OF THE SUNDAY SCHOOL MOVEMENT.

THE importance of the work of Sunday schools in the early nineteenth century has hardly received due recognition from later educational historians, probably in part because of the greater academic interest attaching to the contemporary experiments of Pestalozzi abroad, and in part because the many social developments of the post-Reform Bill period, after 1832, overshadow in interest those of the preceding forty years.

The education of the poor depended wholly on charitable foundations, supplemented by sporadic efforts of philanthropists, as in the case of Sunday schools. Their originator, Robert Raikes, the good printer of Gloucester, who, though dubbed "Bobby Wildgoose" from his supposed chimerical fancies, was yet shrewd enough to conduct an independent newspaper without Government interference in a difficult period, lived from 1736 to 1811. From Gloucester reports of his work percolated readily into South Wales, where Thomas Charles (better known through his connexion with the Methodist revival) was the first to organize the movement on any large scale. But the value of such a work rises above the cavil of sectarian controversy.

Thomas Charles himself had attended a school near Llan-dowr, the native place of Griffith Jones, who had earlier attempted to cope with the general stagnation by establishing a system of itinerating schools. From Carmarthen Academy he went as a sizar to Jesus College. After Oxford, which he found a "fiery furnace," he passed on to a curacy at Queen's Camel in Somerset, and thence settled down at Bala, which town, through his activity, became for a time the centre of new movements in North Wales. There he married a vigorous, capable, and businesslike wife, who used these complementary virtues to manage a large drapery business so successfully as to enable him to live in independence.

His life coincided with the rise of that wave of philanthropic energy which crystallized in the later nineteenth century into various societies, in most of which he played a part. He himself was a pioneer of the Sunday School Society in Wales, a country member of the Religious Tract Society, and an initiator of the British and Foreign Bible Society. Of the slave trade he writes in 1811: "It would be highly gratifying to see the Liverpool merchants assisting to send Bibles to the shores of Africa instead of fitting out horrid vessels to captivate the miserable inhabitants."

A man of his practical and sympathetic temperament welcomed the idea of Sunday schools in spite of the initial difficulties. Sabbatarians were inclined to cry sacrilege. Even in pre-compulsory days the thirst for knowledge was not always an adequate stimulus to attendance, in a land of sparse and scattered population. "In such places where the gentlemen

of influence are not friendly, and where there are no masters of manufactories to exert any authority, it is no easy matter to keep up the number"—a refreshing aspect of the maligned factory owner of the Georgian novelist. Suitable teachers were not easily found when the poorer classes had no education at all, and when it had not yet become fashionable for the Miss Brocklehursts in silk gowns and feathers to patronize the Jane Eyres of the neighbourhood. Even Robert Raikes had found it necessary to pay his Sunday-school instructors a guinea a quarter. Thomas Charles, therefore, proposed to combine the accepted principle of the itinerating school with that of the Sunday school by employing a master permanently. Thus a system gradually developed, about 1790, by which itinerating schools visited districts for three to six months, and the Sunday school carried on their work. "Before the school is removed I go there . . . and examine the children publicly, and I exhort them earnestly to support the Sunday schools that have been begun among them."

The number of these schools is difficult to estimate, save from casual references in the correspondence. In 1789 15 schools are mentioned; in 1794, "about 20 schools in 5 different counties"; and, in 1811, 40. These figures probably represent the number of places visited by itinerating schools during a year, though they may be duplicates, as later on it was found advisable "that the circulating schools shall . . . revisit those places where the Sunday schools are kept . . . else in time they gradually decay in country places where the children are scattered far from one another."

Thomas Charles provided for instruction at first by "hiring a poor man and keeping him near . . . for £8 per annum." In 1801 he had "thought it necessary to promise them some advance in wages. The sum I have mentioned is £14 a year, though, indeed, in my opinion that is too small a pittance . . . in these dear times." The expense of the salaries was borne by subscriptions eked out by Thomas Charles. The buildings were "a house or schoolroom generally provided by the neighbourhood, and firing also in the winter time." The masters were men of humble rank, and besides, with a tacit acceptance of the eighteenth-century belief in fixity of station, "a poor person can assimilate himself to habits and modes of living among the poor, as it is his own way of living." Though their wages were low, the standard set up for them was exacting. The master was to be a person of "moderate ability, but high character." Religious zeal must not outrun educational discretion—"not captious, not disputatious, not conceited, no idle saunterers, no tatlers." Neither was instruction to be confined to precept only, for each was "to have family prayers wherever he goes to reside for a night, and to introduce conversation respecting his own work . . . that they may see how a Christian lives and how they ought to live." In face of this ideal they might well be faint-hearted, as Thomas Charles realized. On several occasions he thinks "donations of books from your Committee would have very great effect in reanimating the teachers," and, in other places, "they only wanted a little encouragement to go on with fresh vigour"—a pleasant, if obsolete, sentiment.

The ultimate object of the school was to impress the children that they are "candidates for another world," especially as they may, "as the majority do, die in infancy." Adults, too, have no time to lose, "and therefore, from the ages of five to twenty-five or thirty, they generally attend," and many old people also, so that in one place "the shopkeepers could not immediately supply them with spectacles." Thus pioneer work among adults in the evening also fell to the masters. The immediate aim of the school was to teach reading. In this they were extremely successful, in spite of untrained teachers and lack of material, for it "was pitiful to see many children holding before them old tattered slips with neither beginning nor ending, instead of books." Half a year was found sufficient to teach a child to read the Bible well in the Welsh language. This preference for the teaching of reading in Welsh did not lack criticism. But Thomas Charles strongly supported the use of his native tongue—a course which is not necessarily due to perversity, as the opponents of the study of vernaculars

sometimes infer, but to a sense of nationality deeper than ordinary. "By teaching the Welsh first we prove to them that we are principally concerned about their souls . . . whereas that most important point is totally out of sight in teaching them English . . . for that is connected only with their temporal concerns," and therefore—humanly enough—"many of them were exceedingly anxious to learn it."

The method of teaching was that called Catechetical, using the word in its true sense of teaching by oral questioning, and not in its later pernicious development of Mangnallian times—learning a catechism by heart. This plan of questioning was extended until it became customary to group together several schools, and eventually a whole district, for a display of knowledge.

The report of the good work of the schools spread to other parts of the British Isles, in particular to those Celtic districts with similar geographical difficulties. The Gaelic Schools Society, founded in 1811, which was attempting to provide instruction for the Highlands of Scotland, communicated with Thomas Charles as to the principles of the itinerating and Sunday schools, and incorporated his detailed reply in their first year's reports. In Ireland, too, opinion was stirred on the matter, and when, in 1807, Thomas Charles visited the country his laconic private summary of places—"Clonmel; all country spoke Irish; principally papists; assizes just over; nineteen tried, mostly for murder"—supported his conclusion that "circulating schools might do wonders." Eventually the Hibernian Society took up the work, and about 1830 had 14,000 children under instruction. Thus both Celtic countries recognized and took advantage of the experience of the work in Wales.

After 1811 the itinerating schools appear to have declined, possibly through the definite secession of Nonconformity from the Church. Thomas Charles himself died in 1814, and, as the Sunday School Society was then well established, his aims were in part fulfilled. His work as a pioneer deserves to be ranked high in the history of the education of the poor.

EVA KNOX.

SWISS EDUCATION AND THE WAR.

THE following circular letter (slightly abridged in the translation), addressed to the Education Authorities and teaching staffs by the Director of Public Instruction, appeared in the Official Educational Magazine (*Amtliches Schulblatt*) of Canton Zurich for October 1, 1914. It applies, *mutatis mutandis*, with equal force to English schools and teachers.

The present War, which divides the States of Europe into hostile camps and lays such heavy burdens on peoples and countries, touches our land too in its effects.

The Swiss nation is united in the resolve to defend, with all its might, its independence and neutrality. . . . The Government has called our troops to the frontiers to protect us against invasion from alien troops. We shall be one of the happiest nations in Europe if we are able still to fulfil our self-appointed mission as a place of safety where freedom and international brotherhood may take refuge. But . . . this can only be accomplished if we apply all our resources . . . to the special needs of the time. To increase and husband these resources demands a great measure of self-discipline, of simplicity . . . of enhanced consideration for the weal and woe of others, of an intensified and active consciousness of our oneness and solidarity.

Current events affect deeply the ordered progress of our school life. More than five hundred of the teachers in our elementary schools have responded to their country's call. Teaching has been able to continue undisturbed only to a limited extent by the appointment of temporary substitutes. In most cases those who have remained behind have willingly undertaken the extra work. Although here and there it has been found necessary to reduce the instruction given, yet . . . the permanent success of education consists not so much in the quantity of learning imparted as in the kind of work done at school, and that depends on the insight, the joy of work and the power of self-sacrifice in those who are responsible for success. . . . So far as we have observed, the whole body

of teachers are striving to fulfil their increased duties. Winter will bring us fresh tasks. . . . The Ministry of Education considers it necessary that school authorities and teachers should keep a specially careful watch over the scholars, who might without public assistance suffer want. Thus it will be necessary to arrange for school meals and to provide clothing on a larger scale than in normal times. Children should be admitted to school meals whose parents are able to bear only a modest share of the cost.

It also seems advisable that, as far as the necessary teachers are available, the organization of instruction in handicrafts for boys should not be neglected. For it is this which gives the children regular employment out of school hours . . . and just at the present time the school must pay especial attention to the conduct of the children in their free time. The warlike events, of which they are daily hearing . . . threaten to exert a bad effect. It is the duty of the school to counteract this brutalizing influence, to check a spirit of boastful superiority towards those of other nations, and to implant a spirit of conciliation and friendliness. . . . The school is neutral ground, as in religion so in politics. It is not the right place in which to arouse sympathy or antipathy towards either of the hostile parties. . . . It would be a serious error should the school give offence to the parents of alien children or reason for just complaint. Rather let it take this opportunity of emphasizing the civilizing influence of peace, and of moulding our youth into advocates of peace between the peoples.

CORRESPONDENCE.

THE WAR AND SPELLING REFORM.

To the Editor of the *Journal of Education*.

DEAR SIR,—An American correspondent writes in the *Winnipeg Free Press* that certain of the Belgian leaders have cabled to him the following remarkable proposal:—

"We realize," they say, "that our nation is seriously hampered by lack of one national language. It is impossible to make either Flemish or Walloon universal because of the rivalry of races. We do not wish to encourage further use of French, wishing to maintain our distinct individuality and cultivate British rather than French characteristics; therefore we propose that Belgium should adopt English as a national language, making herself the England of the Continent, the sister nation of England of the Isle."

Deducting a little from the exuberance of gratitude for immediate help, we have still the certainty that a strong link has been beaten out in blood and tears between Belgium and ourselves, and that the friendship thus begun will continue for years. But, in attacking the English language, the most courageous Belgian might well quail before the spelling difficulty. This is probably more familiarly known as the pronunciation difficulty. It is not the pronunciation, however (except, perhaps, the *th* sound), that is difficult, but the orthography that has lost touch with the sounds represented.

What better linguistic service could we render those brave Belgians who would pay us the compliment of adopting our language than that of simplifying our spelling? The mercy—like all mercies—would be twice blessed and redound on our own heads. Prof. Gilbert Murray wrote to me the other day that he had been told by a lady who was trying to teach English to some Belgian refugees what insuperable difficulties appeared when she came to the spelling problem.

The sprightly contributor "Bob," in *L'Indépendance Belge*, tells of the trouble his countrymen in London are having with the English language—"the language of Shakespeare and Mr. Asquith," he calls it, although the latter would probably admit some discrepancies between the two. The "twittering" pronunciation of English adds further bewilderment. It is instructive to note the phonetic spelling which "Bob" gives of the phrase "What is the time?" The Belgians, he thinks, will gain a good idea of the correct sound if they repeat "*Boîte à musique*."

We might return the compliment of our Belgian guests by undertaking, as soon as the War is over, to appoint a Departmental Committee, if not a Royal Commission, to deal with spelling reform.—I am, yours, &c.,

48 Grafton Road, Acton, W.

November 5, 1914.

CHRISTINA JUST.

MILTON IN SCHOOLS.

To the Editor of *The Journal of Education*.

DEAR SIR,—In your current issue you ask certain pertinent questions as to my views upon the teaching of Literature, so I presume

that some answer is expected. To begin with, you quote Mark Pattison's opinion that "an appreciation of Milton is the last reward of consummated scholarship." You do not say whether you agree with this verdict; I, personally, feel called upon to protest against it. However great Milton may have been as a scholar, it is as a supreme artist that he holds his grand position in our annals; as supreme artist he appealed to ploughboy Burns and countless humble folk with no special claim to "culture"; and any attempt to make Milton in any sense the special property of a small coterie of scholars should be resented. The poetry of Milton is the proud possession of the entire English-speaking race. . . . But even this appears too limited, and I ask myself why I have not said "of all civilized humanity."

You proceed to suggest that, when reading Milton with a class (the age mentioned in my letter was thirteen to seventeen), I ought to discuss with them Milton's Theology (I hope not!), his cosmogony, his blindness, his relation to his age, his classical and Biblical allusions, his long words and hard sentences, "to mention only a few points out of many." And you appear to ask for my reply.

I will admit, then, that a teacher should touch on most, if not all, of these points, in brief, not in wearisome detail, *provided that in doing so he is not deluding himself with the idea that this is the main part of a Literature lesson.* In point of real fact, it would probably prove far more enlightening to hand round the portrait of our noble-visaged poet; but that could be done too. But all these things are unessentials if compared with the one thing that is in my mind the absolute essential, and which I will now try to explain.

When Beethoven was asked what was the basic idea underlying his mighty music, he answered: "To raise man upward by giving him grand emotions." This seems to me to sum up all that is greatest in the world's art. And whenever a teacher takes "Paradise Lost" with his class, I would have him remember this, as what Milton can undoubtedly do for many in that class, if he be allowed. He can extend the bounds of the imagination, and with it all the meanings and possibilities of life; he can make the mean things look ever so much meaner, and the great things ever so much greater; give haunting ideas by day and night of heights and depths of the human spirit as yet unexplored, with a trumpet challenge to the spirit to explore them; compel a grand forgetfulness of self in the sublimities of the eternal, and give an impetus to the inner spiritualities which will only end with life itself.—Faithfully yours,

WILLIAM PLATT.

The Home School, Grindleford, Derbyshire.
October 3, 1914.

PROF. STRONG AND "FAKED" STORIES IN LATIN. *To the Editor of The Journal of Education.*

DEAR SIR,—There is one statement in Prof. Strong's article on Latin teaching in the November *Journal of Education* from which I strongly dissent, as I expect many others will do. He advocates the use in early stages of Latin of such "faked" stories as Prof. Sonnenschein's "Story of the Boer War" or Newman's "Robinson Crusoe." Now, as Prof. Strong himself indicates in his article, it is of great importance that something of a Roman atmosphere should be felt in the Latin lessons. But how can this be if the pupils are initiated into the language through a medium so entirely unclassical as that of South Africa and the British Army? (There are other grave objections to the subject of this particular book into which I need not enter now.) The pupil himself will feel that he is in a false atmosphere; in fact, many beginners are so eager to plunge at once into "res Romanas" that they are disappointed to find that the Latin of their first reading lessons is not the work of Livy or Cicero.

I agree with Prof. Strong that, since we lack Roman books written by Romans for children, we must use Latin books written by modern writers. But that does not mean that the subject-matter should be unclassical. Rome herself, the life and habits of her people, the stories of her deeds, afford ample scope and material for a good reading book, which shall pave the way to the real Latin authors. Such books are beginning to appear now—e.g. "Puer Rōmānus," by Jones and Appleton (Clarendon Press).—Yours truly,

EFFIE RYLE

(Assistant Lecturer, Training Department,
Bedford College for Women).

November 6, 1914.

THE subject of the C.O.S. Essay, open to students of elementary training colleges, is this year "The Relation of Individual and Domestic Thrift to National Wealth and Prosperity." February 1, 1915, is the last day for sending in essays.

COLONIAL AND FOREIGN NOTES.

FRANCE.

In education, as in other departments of the national life, war, without dominating, pervades the whole. Institutions are affected by the departure of those who govern or frequent them; thus at the Conservatoire de musique et de déclamation six of the professors have been called out, and about a hundred out of the 575 pupils are also serving with the colours. War causes a ministerial circular admitting children of all ages to the *garderies*; war increases the hours that a girl gives to manual work, for she is busy with winter clothing and linen for the soldiers. The Golden Book, or *Livre d'Or de l'Université*, is being compiled. In its first three "pages," as reproduced in the *Bulletin administratif* of the Ministry of Public Instruction, are written the names of ten higher, eight secondary, and thirty-three primary teachers, killed outright, as well as long lists of wounded. Later pages add many names to the scroll of nonour. University and school are giving of their best to vindicate the cause of right.

Here is a story published officially for schoolboys. At the beginning of the War Emile Degaudez, sixteen years old, of Bourg-et-Comin (Aisne), had for a fortnight been accompanying the French troops as a guide. On September 20, upon the occasion of the attack on Fort B., whilst he was resting at T. with a group of soldiers, a German shell burst in a farmyard, killing one man and wounding nine, as well as young Degaudez and a child seven years old. Whilst all were seeking cover from the shells, the brave boy, his arm pierced by a fragment and streaming with blood, lifted the child, whose skull was broken, and bore him, under fire, to a place of safety a hundred yards away. In the evening the child died. Emile Degaudez uttered no moan as his arm was dressed; then mixed cheerfully with the wounded men.

UNITED STATES.

In the United States there is, as we learn, a growing sense of the horror of the great War. "Schools, churches, and homes," says the *New England Journal of Education*, "are being made centres of peace-inspiring impulse." The November number of the *Educational Review* consists of reprints of articles relating to the War, and neutrality is the attitude recommended by President Butler, its editor. To keep a neutral mind when contemplating the innocence and the ruin of Belgium must be a hard task. But the United States is the melting-pot of nationalities. In the process of fusion the school is an important agent, and the neutral spirit—we are giving the American view—must reign in it, if its work is to be done efficiently. Superintendent Maxwell, of New York, in an address to the principals of schools, lays stress on this point. "Our aim is to have Teuton and Slav, Saxon and Kelt, Greek and Italian, live together as neighbours, in peace and in quiet, with mutual respect, with mutual forbearance, and with mutual helpfulness. Sublime is the undertaking to strip millions of children in whom the lust to strike the racial enemy is innate of their inborn propensities to strife. Therefore a teacher who, before her pupils, assails the Austrians or the Belgians, the English or the French, or the Germans, or the Russians, or the Serbians, is guilty of two heinous offences. The first is an offence against a child. He may wound the sensibilities of a deeply sensitive boy or girl, and this is the teacher's cardinal sin. He offends against our national patriotism, which was, and is, to make one on American soil the children of all the earth's nations; to wipe out and not to perpetuate racial prejudices. Therefore the order should be issued, clear and positive: No assault on the motives or conduct of any nation engaged in this war."

The pedagogic world in America pays continued attention to the subject of vocational guidance. Thus, the Women's Educational and Industrial Union of Boston offers this year a course of training for vocational counsellors. The untrained teacher cannot guide, lacking knowledge of the prospects in the country to be traversed. With a wish to be useful we give a list of books relevant to the subject, taken from the Report of the Twenty-sixth Educational Conference of the Secondary Schools in connexion with the University of Chicago. It will be remembered that Chicago is the centre of the vocational movement. The list runs thus: "Industrial Education," by Albert Leak; "The Problem of Vocational Education," by David Snedden; "The Worker and the State," by Arthur Dean; "Education for Efficiency," by E. Davenport. "Education for Citizenship," by Georg Kerchensteiner; "Ex-

amples of Industrial Education," by Frank Leavitt; "Vocational Guidance of Youth," by Meyer Bloomfield; "Choosing a Vocation," by Frank Parsons; "Vocations for Girls," by E. W. Weaver; "Vocational and Moral Guidance," by Jesse Davis. The book ("Choosing a Vocation") by Prof. Frank Parsons is said to have originated the introduction, in a systematic way, of vocational guidance into the American public schools.

President Wilson appointed a Commission to consider the subject of National Aid to Vocational Education, and this Commission has now reported and drafted a Bill. There is outlined, first, an expenditure of 200,000 dols. a year to go to the Federal Board

for Vocational Education, for administration, studies, investigations, and reports to aid the States, the studies covering the subjects of agriculture and home economics, trades and industries, commerce and commercial processes, and methods of teaching and courses of study for such subjects. Secondly, appropriations to the States for the training of teachers, beginning with 500,000 dols. for the fiscal year ending June 30, 1916, and increasing in 1918-19 to a maximum annual appropriation of 1,000,000 dols., and continuing at that figure. This money it is proposed to distribute among the States in accordance with the relative percentage of their population. Moreover, there will be large grants to promote agricultural education, beginning with 500,000 dols. in 1916 and raised until a maximum annual appropriation of 3,000,000 dols. is attained in 1924. These grants are to be distributed among the States in proportion to their several rural populations, they themselves making large local contributions. Similarly, sums will be allotted for trade and industrial education in proportion to the urban populations. As the agricultural appropriations are to reach the country, so these appropriations will go to the towns.

Free from the alarms of war, the United States has leisure to discuss the subtlest educational problems. Thus parents and teachers, administrative officers and professors of education, have been debating

the question whether girls should be allowed to graduate from, or, as we sometimes say, to "absolve," the high school without offering algebra. Some urge that a certain knowledge of the subject is essential in many commercial and industrial vocations. On the other hand, a Western Superintendent is reported to have exclaimed to the National Education Association at St. Paul: "God bless the girl who refuses to study algebra! It is a study that has caused many a girl to lose her soul." The utterance has been variously criticized in the newspapers. "Glad tidings of great joy," says an enthusiastic advocate of abolition. "With a boldness equal to that of Thomas Paine, an educator stood before the teachers of the nation and made a plea for human mercy and kindness—that girls should not hereafter be taught algebra." Not in English experience has algebra spelt perdition for girls any more than for boys, although a successful pursuit of it has been playfully associated with low cunning. Yet the alternative subject proposed would, we fear, cause many desertions. It is costume-designing!

The "howler" still flourishes. We offer to collectors three American specimens, apparently of the genuine sort. Asked who Tennyson was, a boy answered: "Tennyson was a wonderful poet with long hair who wrote the idle king." A biographical note on Samuel Johnson ran thus: "In 1709 there was born in Lichfield, England, a most eccentric, gruff, and fat old man. He translated the Pope's 'Messiah' from Latin into English, and between 1759 and 1760 wrote a dictionary." Loud indeed is the howling in the statement that "George Washington in 1492 ascended Vesuvius to see the Creator smoke." But the final error is pleasant, and the writer did well in avoiding all reference to the trite subject of Washington's immutable veracity.

INDIA.

A meeting of teachers was held recently in one of the chief cities of India. There were present Hindus, Jains, Mohammedans, Parsis, Anglo-Indians, and Europeans, men and women, lay and religious; head masters, head mistresses, assistants and student-teachers. *Indian Education* (XIII, 2) quotes the remarks of a keen observer: "I was struck by two points in particular, the earnestness and the weariness of these faces. All, without exception were earnest, but the young looked resentfully weary, the middle-aged looked resignedly weary, and the elderly looked weary beyond expression, too weary even for resignation. And all looked ill. With hardly an exception they looked ill—with illness of anxiety, overwork, long hours, bad air, and a dreary future. I wished that their Excellencies, sympathetic in the true sense of the word, could have been on the platform, and that I could have asked them if they did not agree with me that there

was something wrong—and very wrongly wrong and dangerously wrong—that the key-note of expression on the faces of that entirely representative gathering from the most potential community in the State, was one of utter weariness and illness. Especially so when each face was stamped with earnestness, zeal, and that best of good things, goodwill. Many of those people are living truly noble lives, most of them are the models consciously and unconsciously copied by hundreds of children, all belong directly or indirectly to the grandest and highest and greatest profession in the world—and the dominant expression on their faces was weariness and discontent. On the lowest grounds it is an evil thing that teachers should be a discontented class. On the highest grounds 'divine discontent,' a noble thing, is surely not to go unallayed in a civilized community. Rotten indeed is the State in whose educational fabric there is rottenness."

QUEENSLAND.

Vocationalism is making its influence felt in Queensland. The thirty-eighth Report of the Secretary for Public Instruction forecasts a widening of the scheme of education so as to fit a boy for almost any calling that he may choose to follow. Queensland is primarily an agricultural State, and agriculture is the vocation for which the chief provision must be made. It is proposed to establish a Farm School at which scholarships will be available, and in which the elements of the science of agriculture will be taught practically. The *Education Journal* (XXII, 6), having regard to the diverse forms in which agriculture is carried on in the various parts of the vast territories of the State, suggests the creation of several Farm Schools: one outside Warwick or Toowoomba, to meet the wants of the southern and western Downs; one on the outskirts of Bundaberg, or Gladstone, for the central coast with its sugar and sub-tropical products; and one near Townsville, for the teaching of tropical agriculture.

NATAL.

Let us write a brief note, on the basis of the recently issued "Imperial Conference Paper," upon the qualifications and payment of the teachers in the Province of Natal. A First Class Certificate is issued not by the Province, but by the Union of South Africa. The Natal Education Department confers the Second Class and the Third Class Teacher's Certificate, as also to teachers in Indian schools a Senior and a Junior Indian Teacher's Certificate, and to teachers in native schools a First, Second, or Third Grade Native Teacher's Certificate. Other persons may be employed as "uncertificated teachers" with the approval of the Department. The majority of such teachers are found in the Government-aided schools, in which there are 269 of them to 180 certificated teachers. In the Government schools the certificated teachers outnumber the uncertificated by more than five to one. A Training College has been established at Pietermaritzburg, and most of the teachers holding certificates will in the future have received professional training. Assistance is given to the students of the Training College, and they, in return, bind themselves to a certain period of service. Salaries in Government schools seem to be at an adequate rate. The head master of a high school receives from £500 to £600 a year, of a primary school from £270 to £550. Assistant masters in high schools are paid from £250 to £400. Women are remunerated on a somewhat lower scale. The just system of annual increments is recognized in all schools standing directly under the Education Department.

CAPE OF GOOD HOPE.

Not the least sad thing about the War is its action in destroying in their infancy small schools in remote parts of the Empire. Thus the *Education Gazette* of this province reports as an effect of war the closing of the private Farm School at Obobogorup, in Gordonia, the place having been captured by a German force.

EUROPEAN HISTORY FOR YOUNG PEOPLE.—Dr. J. Holland Rose has undertaken a work of national importance in the preparation of a little book for young people entitled "How the War came about." In order that no school in the country may be debarred by considerations of expense from making use of the work, the price has been fixed at 4d. The publishers are the Patriotic Publishing Co. (agent, Francis Collas, 3 Wine Office Court, Fleet Street, E.C.)

EDUCATION IN THE PERIODICAL PRESS.

- Architectural Schools Section. *Builder*, October 23.
 A section dealing with several phases.
 Correlation of Uncleanliness with Mental and Physical Retrogression.
 By John W. Fox. *Medical Officer*, November 7.
 Critics of the College. By Henry S. Pritchett. *Atlantic Monthly*,
 September.
 English as Humane Letters. By Frank Aydelotte. *Atlantic Monthly*,
 September.
 Infants and the Nation. By Eric Pritchard. *Contemporary Review*,
 November.
 Largely on the school medical side.
 L.C.C. Competition for the Leida Street School. *Builder*, Nov-
 ember 6.
 Long article. Letter by "X. Y. Z."
 Louvain, The University of. By John G. Vance. *British Review*,
 November.
 Mercers' School. *Church Times*, November 6.
 A short historical account.
 Music in Secondary Schools: more interesting opinions on the Board
 of Education Memorandum. *Music Student*, November.
 Place of Wisdom (Science) in the State and in Education. By
 Henry E. Armstrong. *Nature*, October 22.
 An address to the Educational Science Section of the British
 Association at Melbourne.
 Public School Boy in the War. By Frank Hillier. *Daily Mail*,
 November 3.
 Rectorship of the University of Glasgow. *Nature*, October 29.
 School Building Regulations. Leading article. *Local Government
 Chronicle*, October 24.
 Technical Trades Training. *Architect and Contract Reporter*, Nov-
 ember 6.
 Leading article: commendatory of trades training schools.
 Two Hundred Years at One School: the remarkable records of some
 famous Families. By G. A. Wade. *Boy's Own Paper*, November.
 Universities in War Time. *Queen*, October 31.

CHRISTMAS BOOKS.

- How I Tamed Wild Squirrels*. By ELEANOR TYRRELL. (2s. 6d. Nelson.)—Miss Tyrrell sets us wondering why squirrels are not more often kept as pets, not in treadmill cages, but as prisoners on parole, or rather as interned aliens. One such it was our privilege to know, for years the friend and playmate of a famous naturalist who mourned his death more than Lesbia did her sparrow's. The wooing of a wild squirrel is a long and delicate business, and needs genius—that is, infinite patience. Miss Tyrrell was thus gifted, and she knows, too, how to tell her lover's tale.
Lickle Tickle. By JEAN LANG. (2s. 6d. Nelson.)—The sobriquet of the heroine is a riddle left for child readers to guess, and it will not need a child Oedipus to find the answer before he reaches the end. Lickle Tickle is "what nurses call a limb," and her escapades are many and marvellous. She serves up a jelly-fish she has picked up on the beach for luncheon, with terrible effect on her great-aunt. She goes a-fishing on her own hook with a stick, a bit of twine, and a fly dressed impromptu by the gardener, and lands a salmon of fifteen pounds, or, to speak by the card, is landed by the gardener—rod, salmon, and all. To judge by the picture, her age is five or six. Small folk will enjoy the Puck-like mischief, and not boggle at the miraculous draught.
Under Greek Skies. By JULIA D. DRAGOUMIS. (3s. 6d. net. Dent.)—Three stories of Greek children, intended to illustrate child life in modern Greece. Boys and girls are much the same all the world over, and with a change of names and shifting of scenery the heroes of the first and the shoeblack of the third might be transplanted to London or New York: the latter for preference, for an English child needs not to be told that elderly ladies ought not to be addressed as "Goody," and he will be surprised to hear that "aubergine is always used by cooks and greengrocers in England." The middle story is more redolent of the soil: a tale of four children besieged in a cave, with a mad shepherd for Cyclops.
Treasures of the Earth. By CYRIL HALL. (3s. 6d. Blackie.)—This is an attempt to instruct boys and girls about mineral wealth, its formation in the earth, its extraction, how it is worked, and the uses to which it is put. We have chapters on coal, iron, the precious metals, oil fields, glass, porcelain, and so forth. Histories of discoverers and inventors are pleasantly interspersed, and there

are plenty of pictures and photographs. Some of the stories are not strictly relevant, e.g. the recovery of the Venus of Melos told at full length; but these lend variety. Young readers, however, will resent the too frequent notes of admiration and questions—Shall I tell you? Would you be surprised to hear? &c.—and if they are of a sceptical turn they will smile at the Rev. Dr. Kinn's attempt to square the first chapter of Genesis with geology, and the author's "Moses, as you know, wrote out the book of Genesis."

Stories of Great Pioneers. By EDGAR SANDERSON. (2s. 6d. Seeley.)—An abbreviated and cheaper edition of Mr. Sanderson's "Heroes of Pioneering."

The Wonders of Savage Life. By G. F. SCOTT ELLIOT. (2s. Seeley.)—This is an entertaining Christmas book. What boy does not love to hear of savages, and, in an early stage of his development, play at savages? And it is something more. Thanks to the constant references to authorities given at the foot of each page, it will serve as an introduction to anthropology.

The Wood People, and Others. By MAUD D. HAVILAND. (5s. net. E. Arnold.)—Anthropomorphism, though confined by usage to theology, is a term that might with equal justice be applied to natural history. It is inevitable that man should make animals as well as gods in his own image, and ascribe to them his own motives and passions. Hence totems, werewolves, and metamorphoses, and in a later literary age bestiaries, Reineke Fuchs, Aesop's "Fables," and "The Jungle Book." It is not a bow that every man can draw, and in most modern story-books the beasts are merely lay figures for the artist's drapery. Not such is Miss Haviland. She is a close observer of Nature, and she paints with her eye on the object. Walt Whitman supplies her with an apt motto: "I think I could turn and live with animals. . . . I stand and look at them long and long." Take at random "The Hunter in the Dark." Tufoigin, the blind stoat, hunts perforce underground and solitary. At last he finds a mate, and the pair live happy for a while, and fatten on rabbits in the warren. But she pines for sunshine, and insists on hunting in the open. His blindness is discovered and she leaves him, as is the way of other Jills. We tell the story to show that there is nothing fictitious or fanciful. The stories are all true in the spirit, if not in the letter; but of course the charm of the book lies in the telling, and nothing but a long extract could show how it has charmed us.

New Tales of Old Times. By W. E. SPARKES. (3s. 6d. Nelson.)—It is a pity the author did not choose a more distinctive title, or add a sub-title. The tales retold are of four early British missionaries—Patrick, Columba, Aidan, and Cuthbert. The first describes the court of Miliuc (here called Milchen) and his feuds with rival chieftains; and we are half-way through before we are introduced to the Saint. In a story where chronicles and legend, fact and fiction, are interwoven we do not look for dates, but some indication of the century might have been given; and young readers will not understand the meaning of a "shee-maiden" or even of a "rath." The coloured illustrations by Norman Ault are well drawn and spirited, especially the frontispiece.

Once a Week. By A. A. MILNE. (6s. Methuen.)—If Punch, as the dictionaries inform us, is a festive drink compounded of five ingredients, of these assuredly A. A. M. is one: which one it would be hard to define. His sketches are racy, but never vulgar; his dialogues witty, but the wit is never forced; his men and women "say just what all say, or only a little stronger"—that is, what they would have wished to say. Here is true comedy; and we are glad to reread the sketches which for the last year or two have delighted us once a week.

Outa Karel's Stories. South African Folk-lore Tales. By SANNI METELERKAMP. (3s. 6d. Macmillan.)—Outa Karel is an old bushman who plays the same part as Uncle Remus, and the tales of Oom Leeuw and Broer Babiaan, of the Little Red Tortoise, and of How the Jackal got his Stripes, match those of Brer Rabbit and the Tar Baby. Outa Karel, it appears, was a real character, and these stories are a free version of the native folk-lore as narrated by him in the Taal.

Gai Iuli Caesaris et Auli Hirti Commentarii rerum in Gallia gestarum, ex Recensione T. RICE HOLMES. (£1. 1s. net. Philip Lee Warner.)—This *édition de luxe*, which it is a pleasure to handle and to read, would be an acceptable Christmas present to any classical scholar who has left the memories of Fourth Form far enough behind. Dr. Holmes is *homo unius libri* in so far as he has identified his name with Caesar. The text is conservative, few emendations being admitted, and corrupt or suspicious passages being marked by brackets. His indebtedness to Heinrich Mense is generously admitted, and for justification of the readings adopted the reader is referred to the editor's Clarendon Press annotated edition and an article in the *Classical Quarterly*.

Macaulay's History of England. With Illustrations. Vol. IV. Edited by C. H. FIRTH. (10s. 6d. net. Macmillan.)—In our notices of previous volumes we have said something, but not the

half of what might have been said, of the wide research and sound judgment shown in the choice of illustrations and of the admirable manner in which they have been produced. The present volume fully maintains the high standard, and it covers a period with which the human schoolboy (not Macaulay's) is familiar, and in which Macaulay's graphic powers are at the best. The Covenanters, the Jacobites, Killiecrankie, the Battle of the Boyne, are household words, but to see, as it were, in the flesh James II and William III, Claverhouse, Sir Cloudesley Shovell, Bishop Ken, Sacheverell, Titus Oates in the pillory, Rachel Lady Russell and Sarah Jennings, Duchess of Marlborough, visualizes the History. The present time lends a singular interest to the plan of the Battle of Beachy Head and the engraving of Louis XIV in the trenches before Mons.

Modern Weapons of War by Land, Sea, and Air. By CYRIL HALL. (2s. 6d. Blackie.)—Though for the last three months most of our leisure hours have been absorbed in reading about the War, yet a general information paper—asking how are a 13.5 gun, a torpedo, a mine constructed? how do a submarine and an aeroplane take aim? what is the difference between dynamite and cordite?—would stump most of us. Here are clear answers to such questions. We wish that the author had given some figures as to cost. Money is more than ever the sinews of war, and herein lies our main hope that the War will have a speedy end.

The British Army Book. (3s. 6d. Blackie.)—Colonel Cyril Field has undertaken the revision of the popular "Red Army Book," bringing it up to date and adding several new chapters. Thus, under the title of "The Fourth Arm," aeroplanes and airships are dealt with and well illustrated. The latest exploits at Düsseldorf and Friedrichshafen would have modified the author's complaint of England's backwardness in this branch, and Mr. Winston Churchill deserved a word of recognition. There are chapters on the Sikhs and Gurkhas, the Colonial troops, and the Territorials. "Despatch Work in War" is full of good stories. A new chapter might have been added on the Victoria Cross. Among the numerous illustrations is a good portrait of Lord Roberts on his favourite charger, "Varonal."

The Training of a Sovereign. Edited by Viscount ESHER. Published by the authority of the KING. (5s. Murray.)—This abridged selection from "The Girlhood of Queen Victoria" puts the record of a singularly attractive and innocent childhood within the reach of all who can afford a crown, and should prove an antidote to the spawn of *chroniques scandaleuses* and memoirs of royal mistresses which infest the circulating libraries.

A Sturdy Young Canadian. By Captain F. S. BRERETON. (5s. Blackie.)—George Instone's career is of the most varied kind. Starting at the age of seventeen, with five dollars in his pocket, to make his way in the world, full of pluck and the determination to get on, he gets so many rebuffs from the hands of fortune in the first few months that any less determined person might have succumbed to them. George, on the contrary, has a knack of turning everything to good account, and, more than that, of making friends with all kinds of people by the way. His first and last adventure is with a ruffian who "holds up" unsuspecting people, and who, by a bit of poetical justice, is sent to his account by the son of the man he ruined. George does not always escape scot free, but in the end he makes good all along the line. There are some well drawn illustrations by Charles Sheldon.

Rob Wylie of Jordan's. By F. COWLEY WHITEHOUSE. (3s. 6d. Blackie.)—Rob is nothing if not thorough. Rather unfortunately for his object in life, which is to get into Woolwich, he throws all the energy and determination he possesses into sports. Like Miss Edgeworth's hero, he is always going to begin "tomorrow" or next week or next month to work seriously, and it is not until the routine of school has been broken by a rather startling experience—nothing less than a taste of the Balkan War and a capture by brigands to follow—that Rob settles down determinedly to work. It is, perhaps, a doubtful moral that, if repentance comes too late, Rob still gains the desire of his heart. F. M. R. Whitwell's illustrations are well drawn.

The First Mate. By HARRY COLLINGWOOD. (3s. 6d. Blackie.)—This is called the story of a strange cruise, and strange are all the people connected with it, from the lady skipper to her particularly obnoxious, spoiled boy. The yacht, "Stella Maris," is fitted up in sumptuous fashion, and Mrs. Vansittart, who owns and commands her, has also everything handsome about her. Walter Leigh joins as third mate—a lad of seventeen—engaged at sight by Mrs. Vansittart, who very soon begins to call him Walter and to take his advice. He is a good sort of fellow, and rises to his responsibilities, so that when, after adventures galore, through storms, pirates, and a submarine eruption, he is left sole representative of the crew and ship's officers, barring the skipper, his ingenuity and courage practically save the small party left. Mr. Collingwood does full justice

to these thrilling experiences. The illustrations by E. S. Hodgson are very effective.

Helen of the Black Mountain. By BESSIE MARCHANT. (3s. 6d. Blackie.)—The latest of Miss Marchant's heroines vies with her predecessors in energy and resource, both of which were badly needed in the difficulties into which she was suddenly plunged. It appears that in Montenegro you must walk warily, and that even the payment of a handsome donation to the Black Rangers, though it may secure you from being molested by them, leaves you still at the mercy of any dishonest official who covets your possessions. To have your father mysteriously spirited away, to have to hide a brother who is flying from justice—as he thinks—and to be saddled with a wounded man and a company of soldiers just at the most inconvenient moment is enough to task any one's powers. Helen rises to the occasion, and, though her decisions seem often more brave than wise, she wins through triumphantly. It is a very readable story, and is illustrated by William Rainey.

Half-holiday Pastimes for Children. By G. B. CROZIER. (5s. net. Jack.)—To name the pastimes described in the book is a recommendation in itself, if we add that the descriptions and illustrations are thoroughly practical and tell all one needs to know as to materials, prices, amounts—in fact, all the things that are so often omitted in a book of this kind. The book deals with gardens (indoor and outdoor), pets, photography collections, books, framing, sweet-making, signalling, and many other attractive pastimes which need some help and guidance in their pursuit.

Games for Playtime and Parties, with or without Music. By S. V. WILMAN. Illustrated by MARGARET TARRANT. (3s. 6d. net. Jack.)—We cannot catch the author tripping. Every game we ever loved and played in our childhood seems to find a place in these pages, from "Ring a ring of roses" to "We've come to see Jenny Jones," that melancholy but strangely attractive, dramatic ditty. All explanations are given very clearly, and the words are given in full. The book throughout is very daintily illustrated in colour and black and white. Fathers of large families had better purchase the book at once.

The Prize. (1s. 6d., 2s., or 2s. 6d. Wells Gardner.)—There is plenty of reading in "The Prize": two serials (one of home life, one of life in France), many life-histories of various fruits, and a series, which will not be unwelcome, on sweet-making, besides the shorter stories and poems. The coloured illustrations are specially good this year. The black-and-white illustrations to "Blackwater House" are not up to the level of the others in the book.

Chatterbox News-Box. (1s. 6d. net. Wells Gardner.)—This is for older children, when curiosity and interest have spread to a rather wider circle. "Birthdays to Remember" tell of Shakespeare, Bacon, Grimm, Newton, and others. "Half-holiday Visits" describe St. Paul's, Greenwich Observatory, the Tower, and various other places of interest. "By Wood and Stream" supplies the Nature interest; "The Panama Canal" will suit the budding engineer. The book is full of interesting matter.

The Daughter in Possession. By ROSA MULHOLLAND. (6s. Blackie.)—This is a very readable book, of just the kind to please sweet seventeen and onward. That the fairy bountiful should choose "Fandango" for his professional name, that Mrs. Petworth should be possessed of "supreme" refinement, that Mattie should put on "a rich dress of soft grey green and a plumed hat of a deep splendid crimson," and so on, are just the touches that please the young, but to the more critical give the feeling of slight artificiality and over-colouring. But to keep up interest through close on four hundred pages is no mean feat. The attractiveness of the book is greatly enhanced by Miss Hammond's illustrations.

The Girls of St. Cyprian's. By ANGELA BRAZIL. (3s. 6d. Blackie.)—Miss Brazil has succeeded in writing a story about a girls' school which is both fresh and interesting. The idea of centring the interest in a school Eisteddfod is novel, and gives scope for development rather out of the ordinary line. Mildred, the heroine, is quite a lovable person, and meets with deserved success, though we hardly think in real life she would have won a three years' music scholarship apparently solely on the playing of the Valse Triste. The illustrations deserve commendation.

The Sea-girt Fortress. By PERCY F. WESTERMAN. (3s. 6d. Blackie.)—This is an exciting story of Heligoland while England and Germany were at peace, but the latter was obviously spoiling for a fight. An English sub-lieutenant and an American, on a holiday cruise in a yacht, fall in with a flotilla of German destroyers out on manoeuvres and are nearly run down, but manage to pick up a German sailor who has fallen overboard and whom they transfer later to a Dutch vessel. Whether or not it is owing to him that a heavy iron pin is placed so near the compass as to affect it, this is

the result, and after wandering about in rain and fog they come to anchor in the dark off Heligoland, and are promptly taken prisoners. How they escape, and range about the wonderful defences and admirably constructed shell-proof pits containing Zeppelins, we recommend our readers to discover for themselves. The book is full of interest, especially at this moment. It foreshadows a great victory, where the English-speaking races join together and eventually restore Heligoland to her original owners. There are some good illustrations.

A Hero of Liège. By HERBERT STRANG. (Frowde & Hodder.)—The thrilling adventures of a young Englishman who, having German connexions and a German guardian, is living at Cologne when the War breaks out. An enemy has him arrested as a spy and, while he is planning an escape, an English Secret Service agent is thrust into his temporary prison. Starting from this first escape there is a breathless series of dangers braved and successfully evaded, each one seeming as if it must be the last. Kenneth Amory has always had a weakness for aircraft, and a hope that he will some day join the Flying Corps, and he shows his fitness for it when, with a Belgian comrade, he does good service for Belgium both by causing and preventing explosions, and finally in destroying a Zeppelin. A first-rate story, with good pictures by Cyrus Cuneo.

Blackie's Children's Annual. (3s. 6d.)—This will appeal to all young folk. There are verses and pictures for quite little ones, and stories that will interest older children, such as "The End of the Feud," "The Troubles of Billy," &c. The pictures are of all kinds, coloured and black and white, some grotesque, some pretty and dainty, with some good drawings among them. So there is a good choice, and all can please themselves.

Blackie's All-story Book. (1s. 6d.)—As its name implies, this is a book entirely of stories suitable for children of nine or ten. "The Carol Singers," "Jim," and "How to Make the Best of Things" are among the best. The stories are all short and simply told. The illustrations in colour and black and white are by H. M. Brock and others.

Off we Go! By Land, Sea, and Air. (1s. Blackie.)—A number of short stories and descriptions of the various modes of transit in these days. Trains, motor-boats, sledges, aeroplanes, motor-cars, hydroplanes, balloons, are all represented. There are numerous illustrations, the first being of Stephenson's "Rocket." The super-Dreadnought makes an effective picture.

The Frank Adams Book of Nursery Rhymes. (Blackie.)—The coloured plates are bold and really humorous. "Nursery Rhymes" is liberally interpreted, and includes John Gilpin. "Canterbury Bells" is an inferior version of "Madam, will you walk?"

Little Folks (Cassell) fully sustains its reputation as the Magazine for Boys and Girls. This year there are four serial stories, by Ralph Simmonds, Dorothea Moore, Murray Fisher, and Olaf Baker.

The British Boy's Annual. (5s. Cassell.)—A treasure-house of stories for boys. A glance at the authors' names is sufficient to show that interest and excitement will follow on each other's heels throughout its pages. There is a long school story, with plenty of incident of the kind dear to schoolboys; others by S. Walkey tell of fierce fights with Indians and an attack on an English castle in old times. Claude Grahame White and Harry Harper contribute a wonderful experience in an air-mail—a vision of the future. Besides these, there are adventures in all parts of the world. Of the seven coloured plates, "The Captain of the Colours" and "The Tramp Ship" are specially good, while "Eagle Plume" makes a fine piece of colour.

Cassell's Annual for Boys and Girls. (3s. 6d.)—This contains a large number of stories and verses for children, mostly of an amusing sort, with a few graver ones interspersed. We could wish that, among the illustrations which are liberally supplied, there were fewer of the golliwog kind which has lately been so much in vogue. They are, however, happily varied with others of a different type, and there are clever little black-and-white drawings on many pages. A new feature seems to be the placing of an illustration in one colour on the face of the printed page to which it refers.

The British Girl's Annual. (5s. Cassell.)—A bookful of stories which girls will welcome and which are, on the whole, above the average of those relegated to "girls' books." School stories are mingled with adventures of many kinds. There are

several coloured pictures, one of them taken from G. H. Boughton's "Evangeline," and several clever drawings in black and white.

Messrs. Nelson send us their three annuals: (1) *The Chummy Book*, (2) *The Jolly Book*, (3) *The Girl's Annual*. (1) Is for the nursery, with nursery rimes and lots of pictures, plain and coloured. Edward Shirley is a master of fun that will appeal to children. (2) Appeals to a slightly advanced age. There are fewer pictures and stories in chapters. That of "King Lud and Levelys" is a capital saga. (3) Besides short stories by E. Nesbit, Ethel Talbot, Jean Lang, and many other well known names, has serious articles on Nursing, Gardening, Dairy Work for Girls. The illustrations are reproductions of pictures by Alma Tadema, McWhirter, and Waterlow.

(1) *Privates Three*, (2) *The Twins of Bunnyville*. By ERNEST A. ARIS. (Cassell.)—It is a great pull when an author can be his own artist. The frontispiece of the three privates—George Cockerel, the Black Rabbit, and Dick Tuck—sets one agog to learn all about their doings and adventures, and the interest does not flag.

CHILDREN'S BOOKS.

Golden Tales from Grimm. Edited by EDITH ROBERTS. (1s. net.)—Eleven of Grimm's Märchen, in good print, and prettily illustrated.

The Busy Bunny Book. (Nelson.)—A dozen coloured pictures by an anonymous artist, with Bunny's soliloquies *en face*, luxuriously printed on thick paper which will not tear. Infants will love the book but ask for more, and want to know what became of Bunny when he grew up.

The Great Ball on which we Live. By CHARLES R. GIBSON. (3s. 6d. Seeley.)—Mr. Charles Gibson is a past-master as a popularizer of science, and in his latest book he has made the elements of cosmogony (to use for brevity a tall word) intelligent to children of twelve or under. His secret of success is twofold: he knows what to omit, and he can bring himself to the child's level without condescension. It is easy to carp at omissions, but there is nothing in these pages that a child will afterwards have to unlearn. We may, however, suggest that, under "Gravitation," he might have made it clear that the moon pulls the earth no less than the earth pulls the moon.

The Matilda Book. (1s. Nelson.)—A volume of the same series, relating the visit of a cockney child to her country cousins, and intended for the next stage of childhood. The pictures by Elsie Anne Wood are good in composition, and well drawn. The doggerel which serves as text is not remarkable. A goose is chasing a chick, and William, who chases her away, remarks to Matilda:

"How sadly unkind are the strong:
The weak are oppressed, we see it each day,
And the good are defeated by wrong!"

Our Good Slave Electricity. By C. R. GIBSON. (3s. 6d. Seeley.)—The book is dedicated to those children ranging in age from nine to fourteen. Simply and clearly as it is written, we doubt whether the youngest would make much of it, though he will be delighted by the picture of a toy bicycle sticking in a girl's throat, shown by the X rays.

USEFUL RECIPES.

A FAULTLESS DOMINIE.

HOLIDAY PRIZE COMPETITION BY "L'ARDENT."

TAKE twelve stone of brawn, bone, and flesh, and place in a stew-pan (obtainable at Polly Crammer's or the University Provider's); let it simmer *very gently* for four years, taking care to prevent it from becoming too soft by running off all the fat; add a little colouring—a good blue is best (Reckitt's is too dark, but that supplied by Rigger at Cambridge will do excellently). If it runs white stewing (the brawn, not the blue) so much the better; it will gain strength. At the end of four years bake till crusty (it does not take long) in a hot oven, testing with a mathematical paper to see if quite done. If it comes through the paper, lift into a Form (II) with the aid of a third class tripos (supplied cheaply by Fellows & Dons, Cambridge); leave till cool and well-set. Boys appreciate this dainty and fondly christen it "A good sport."

JOTTINGS.

As we go to press we learn that the Council of the Teachers' Guild has authorized the signing of a lease with the Foundling Hospital, for thirty years, of 9 and 10 Brunswick Square. The houses will need extensive alterations and repairs, but all has been put in train, and there is ample time for the Guild to occupy their new and enlarged premises by Lady Day. Members have responded most generously to the appeal for financial aid. The amount received or promised as donations and loans with or without interest is already over £2,000. After thirty years of strenuous labour the Guild has taken literally a new lease of life.

THE subjects for the Essay Competition for Empire Day, 1915, are:—For Seniors (over fourteen and under twenty), "For what Principles do the British Empire and its Allies stand in the present War?" For Juniors (under fourteen), "What has been done, or can be done, by your County, Town, or District, to help in the present War?" The prizes are two silver Challenge Cups, value ten guineas each, presented by Lord Meath, and prizes of five and three guineas by the League.

IN the Cambridge Regulations for Locals, 1915, we note that an additional paper is to be set on "Outlines of European History, 1815-1900." Distinction in French and German may still be obtained without any oral examination. Mr. W. N. Williams, Fellow and Lecturer of Selwyn College, has been appointed Assistant Secretary for Examinations.

AT a meeting of the Women's Local Government Society, held on November 17, a motion was carried protesting against police surveillance of the wives and dependents of our soldiers and sailors. The increase of drinking among these was frankly acknowledged. Lady Bunting related that she had visited three small public houses in one street, and found thirty-eight women at the bars. But the remedy was to establish women's clubs. All that is needed is a fair-sized room, and a lady superintendent, where women may foregather, read the daily papers, and discuss the War among themselves.

LETTER of Middy to his parents:—"It is awful for Reg. being kept at Harrow while this is going on, but I have written to try and cheer him up, saying that the War is certain to last two years, by which time he will be able to join in."

A CORRESPONDENT writes to the *Schoolmaster* questioning the right of the N.U.T. Executive on its own initiative to cancel the Annual Conference, and suggesting that in 1915 "the usual saturnalian features" be omitted, and that Blackpool as a meeting place should be reserved for 1916, lest the town should suffer loss. It is evident that the *Schoolmaster* has no Press Censor, or that the epithet "saturnalian" has escaped his notice.

THE Victoria University among others has offered hospitality to Belgian professors and teachers. The Employment Sub-committee is circularizing educational authorities and principals of schools with a view to finding temporary posts for teachers of French, whose credentials and linguistic attainments will be certified by the Committee. Inquiries should be addressed to G. E. K. Branholtz, Hon. Sec., Downwood House, Withington, Manchester.

"CASSELL'S NEW FRENCH DICTIONARY," of which during its short existence over a million copies have been sold, has just been revised and brought up to date, the new conditions of the War imperatively demanding that newly coined words, new terms in aviation and motoring should be added. The revision has been entrusted to M. De V. Payen-Payne who, in addition to these features, has included in its 1,212 pages new medical and scientific words as well as "slang words."

WE advise any one thinking of giving his friend (or himself) a fountain pen for a Christmas present to apply to Messrs. Mabie, Todd, & Co., 79 High Holborn, W.C., for their catalogue, which gives, with illustrations, endless varieties, from the 5s. Fount pen to the £12 gold chatelain Swan for ladies.

UNIVERSITIES AND SCHOOLS.

LONDON.

KING'S COLLEGE AND KING'S COLLEGE FOR WOMEN.

An event which is, as far as we know, unique in the history of colleges will next term take place at King's College, when the Women's College, now in Kensington Square (originally the Women's Department), will, as regards the Arts, Science, and Divinity Faculties, be practically amalgamated with the main College in the Strand. It would take up too much space to go here into the reasons which have led to this departure, but it should be noted that the Women's College is academically at the present time at least as strong as it has ever been, and that its accession ought to be a source of added strength to the original Institution in the Strand.

The liberal policy, by which all the permanent members of the teaching staff in Kensington will be included in the King's College staff of the future, should ensure the continuity of the educational spirit of King's College for Women.

The students in both Colleges are loyally co-operating in the task of developing a strong co-educational College, the particular ethos of which must depend largely on the part they play.

The buildings in the Strand have shown themselves more adaptable to the new conditions than could have been expected, and the women students will have an unusually good common room, as well as a satisfactory cloak-room and refectory.

The Household and Social Science Department will not go to the Strand, but remain in Kensington Square until the new buildings on Campden Hill, of which the foundation stone was laid last June, by H.R.H. Princess Christian, are ready for it. This should be by October 1915 at the latest.

Miss F. R. Shields, M.A., late Lecturer in Philosophy at Bedford College, has been appointed Warden of this Department from January 1915 and Head of Queen Mary's Hostel as soon as established.

The University of London has approved the institution of a Readership in Chemistry tenable in the Household and Social Science Department.

MANCHESTER.

The following awards have been made to women:—Entrance Scholarships: Jones Scholarship (History, £35)—Margaret R. Sackur, Southport Municipal Secondary School; Dora Muir Scholarship (£30)—Elizabeth M. Rickards, Llandrindod Wells County School. Advanced Studentship in Education (£50)—Elizabeth M. Bradley, B.A., Manchester. Graduate Bursaries in Education—Margaret E. Bowman, Mathematical Tripos, Cambridge (Girton College); Hilda Carr, B.A. Manchester, French Honours; Jessie S. Davis, B.A. Manchester, Classical Honours; Annie Ellis, Mathematical Tripos, Cambridge (Girton College); Gladys M. Mason, Mathematical Tripos, Cambridge (Newnham College); Dorothy A. Stewart, M.Sc. Manchester, Zoology Honours. Research Studentship of £50—Agnes M. Sandys, Honours History School, Oxford.

WALES.

Lord Kenyon, the Senior Deputy Chancellor, presided over the annual Extra Collegiate Meeting, which was held at Shrewsbury, on Saturday, November 21. The actual business transacted was of the most formal character, as the Senate considered it desirable, in the present national crisis, to confine its discussions and recommendations to matters of urgency and the routine business of the University.

Two matters of public interest were, however, dealt with. Reference has already been made to the survey of the work of the University by Lord Kenyon. But in its enlarged and improved form, it contains a great deal of most valuable information about the work and progress of the University during the last five years. Of special importance is the long list of original papers and of contributions in different journals by the professors, graduates, and students of the University, and Lord Kenyon rightly claims that this long record of original work is in itself a complete answer to any criticism that might be levelled at the University. The great increase in research work which has been such a marked feature of the last quinquennial period is largely due to the additional grant which the Treasury gave in 1909 for Fellowships and post-graduate Studentships. Since 1909 twenty graduates have been working as Fellows in different branches of research, and forty-three graduates have pursued two years' courses of advanced study in approved subjects, either at the colleges or other centres. As an instance of the effect of the grant it may be stated that at Cardiff College five times the number of original works were produced as compared with the preceding quin-

quennium. Special importance is also attached to the influence of the University on the national life and language of the Principality. Thus, out of ninety-three M.A. dissertations, thirty-four dealt with the Welsh language or history, and the only D.Litt. degree yet awarded was for a work in Welsh history. The University has, in fact, already become an Academy for Welsh Literature, and it is due entirely to it that the much needed reform in Welsh orthography has become recognized and enforced, while the new Welsh dramatic movement is particularly identified with the University.

Remarkable statistics are also given to show the great progress which the Medical School at Cardiff has made despite the paucity of the funds at its disposal. With the large sums which are now available through the generosity of Sir W. J. Thomas and an anonymous donor, it should rapidly take its place among the most important medical schools in the country.

The further progress of the University is largely dependent on the increased financial aid which the Treasury may be persuaded to give. At present, extension and development are difficult unless additional funds are forthcoming.

Sir Harry Reichel's address on the relation of the University to the War was excellent, and he had no difficulty in persuading the Court to give the Senate full power to make such temporary arrangements as regards residence, &c., as were desirable in order to enable students to undertake military duties during the present crisis. It might be said that this was not a University, but a national matter; but Sir Harry claims that a national University should represent and lead, not only in intellectual, but also in its best social and patriotic ideals; and at a time like the present it was incumbent on the University to hold up a high ideal of patriotic duty and self-sacrifice.

Mr. D. Emrys Evans, M.A. (Bangor College), Mr. D. I. Price, M.A. (Aberystwyth), and Miss G. P. Williams, B.A. (Bangor), have been awarded Fellowships of the University of Wales.

Fellowships.

At the last meeting of the Board, which was held at Shrewsbury, on November 20, the most important question discussed was the proposed scheme of reorganization of the Central Welsh Board. Owing to the serious trouble in the financial department of the Board, which was disclosed during the recent Assize trials at Swansea, immediate steps were taken to place that department on a sound basis, and now a very complete system of organization for the whole of the office staff has been drawn up by a strong special committee. Judging by the length of their report and its detailed character, the Committee has spared no pains in order that its scheme may be workable and efficient. A very clear distinction is drawn between the duties of the Chief Inspector and those of the Clerk. This will certainly tend to efficiency and harmonious working. The Clerk will, in general, assume full responsibility for all financial matters, perform all necessary secretarial duties, deal with correspondence, &c., while the Chief Inspector will presumably confine his activities to the purely educational work of inspecting the schools. Mr. Owen Owen, M.A., the present Chief Inspector, has accepted the office of Chief Clerk, and during his tenure of the office will also act as Superintendent of Examinations, so that the schools will not lose the benefit of his great experience in this department of the work. The duties of the new Chief Inspector will be considerably lightened by this transference of the control of Examinations to the Chief Clerk, but it is not likely that the arrangement will be a permanent one, as it is not desirable, except in such exceptional circumstances as the present, that inspection and examination should be completely separated. The new scheme should do a great deal towards restoring confidence in the business efficiency of the Board. Its educational work has been unaffected throughout by the recent disclosures.

The Welsh Department has sent to all the secondary schools of Wales the Circular on Examinations which had been circulated previously in England; with a preface stating its general approval of the principles contained therein. The Circular has been discussed at the Central Welsh Board and by the Welsh County Schools Association. The only vital difference between the system advocated by the Circular and the existing system in Wales—at least, as far as the intermediate schools are concerned—is that the former recommends the abolition of all external examinations below the standard of the Senior Certificate. To this suggestion both the above bodies are strongly opposed, for they regard the Junior Certificate as not only useful but also a valuable educational test. The Welsh County Schools Association have drawn up a memorandum in which they embody their objections in a concise form. Serious doubts are expressed as to the value of the proposed alternative to the certificate—viz. the school record. It is pointed out that if a head master in writing a report on a pupil is all the time conscious that his remarks are likely to affect the boy's after life very seriously,

and are not meant for immediate corrective purposes, then the teacher will hesitate to express himself freely, and the reports will therefore lose considerably in value. This seems a fatal objection to the substitution of the "report" for an independent certificate. In Wales we have a Higher Certificate for pupils between seventeen or eighteen years of age, and in this respect we conform to the ideas of the Circular. At the Central Welsh Board several speakers took the line that the Department by endeavouring to force its views on the schools by the threatened withdrawal of the grants in case of non-compliance, was infringing on the rights of the Central Welsh Board, to whom the examination and inspection of the schools have been assigned by the scheme. However, we hope that we shall not see any revival of this rather wearisome controversy between these educational institutions and that the special conference which will be convened to consider the whole question will find an amicable solution of it.

We regret to hear that Miss Collin, B.A., has resigned her membership of the Executive Committee of the Board. She has been a very active member of it since the Central Welsh Board was established, and her work has been of the greatest possible value and help to the schools. Miss Jones, B.A., Head Mistress of Wrexham School, is her successor. Mr. E. T. John, M.P., has been elected a co-opted member of the Board.

According to the returns of the Central Welsh Board, 95 candidates sat for the Honours Certificate and 89 passed; 201 sat for the Higher Certificate and 145 passed; for the Senior Certificate 1,660 sat and 1,117 were successful. The total number on the school rolls in October 1913 was 14,192, as compared with 13,309 in the preceding year.

In his presidential address, Mr. Rhys Morgan, M.A., referred to the recent controversy between the Welsh Department and the Central Welsh Board, and he trusted that there would be no recurrence of ill feeling between the two institutions, as it tended to nullify the excellent work of the schools. He also deprecated the establishment of municipal secondary schools in close proximity and in competition with existing intermediate schools. In his reference to Circular 74 Mr. Morgan upheld the system of holding junior examinations as, in his opinion, the record book would be of too inquisitorial a nature and might be used to ruin the future prosperity of the pupil. The address also dealt with other matters of interest and importance to educationists in Wales.

By the resignation of its Secretary, Mr. Wm. Lewis, M.A., Llanelly, the Association has lost the services of a most devoted and energetic official. Mr. Lewis has contributed very largely to the influence of the Association in Welsh educational circles. His successor is Mr. D. E. Williams, M.A., the Head Master of Gowerston School. The Association has for the second time elected a lady president—Miss M. I. Mason, B.A., the Head Mistress of Bangor School.

We regret to have to record the death of two well known educationists. Sir T. Marchant Williams, B.A., occupied a rather prominent position in Welsh University circles by his scheme of reorganization. But his controversial methods were such that few members could work harmoniously with him, with the result that none of his schemes bore fruit. He was, however, a very sincere Welsh nationalist. Rev. Dr. Aaron Davies had a long and honourable record of educational work. He was Vice-Chairman of the Executive Committee of the Central Welsh Board.

SCOTLAND.

The Senate has approved the draft Ordinance of the four University Courts on Preliminary Examinations, and has expressed the hope that it will become law without further delay. The University Court and Senate have sent an address to the authorities of the University of Louvain expressing their sympathy with the University in the losses it has recently sustained, and offering, so far as it lies in their power, to assist the authorities of Louvain in restoring their University to activity. The Court will send to Louvain a fresh set of the St. Andrews University publications already issued and will also contribute towards the replenishing of the Louvain Library by giving to the University such duplicates as it may be able to part with from the Library at St. Andrews. The Court and Senate have published an intimation to the students that in their opinion no man who is physically capable can neglect military training at the present time without incurring grave reproach. As regards students who go on active service, it has been arranged that their scholarships and bursaries and the fees they may have paid shall be held over, in order that they may resume their studies without loss on the conclusion of their period of service. Arrangements have also been made for accepting, as students of the University without payment of fees and as women students resident in University Hall at

The University and the War.

The Central Welsh Board.

Circular 74 (Wales).

The Welsh County Schools Association.

St. Andrews.

reduced rates, children of officers, &c., killed or injured in the War. Prof. Musgrove, who recently retired from the Chair of Anatomy at St. Andrews, has given to the University his anatomical museum. The University Court has authorized Prof. Irvine to communicate with a Committee of the Royal Society, acting on behalf of the Board of Trade, and to offer to place the resources of the Clinical Research Department at St. Andrews at the disposal of the Government for the preparation of synthetic drugs and other organic products for the use of the Army and Navy.

Later statistics as to matriculation show that the number of men students this session is 1,675, as compared with 2,105 last year, a decrease of 430. The decrease in the Faculties of Arts, Science, and Law is between one-third and one-fourth, and in the Faculty of Medicine it is one-sixth. The smaller decrease in Medicine is probably due to the increase in first-year students, to which reference was made in these notes last month. The first-year medical students are, of course, for the most part under military age. Arrangements similar to those of St. Andrews University have been made in order that students on active service may suffer no academic loss, except that of the time spent on service. Over seven hundred of the present students are undergoing military training in connexion with the Officers' Training Corps. The University Authorities have offered academic hospitality to accredited teachers and students of Belgian Universities who have taken refuge in Glasgow. On November 19 a memorial service was held at the University in connexion with the funeral of Lord Roberts, who was an honorary graduate. The chief business of the autumn meeting of the General Council was a discussion on the draft Ordinance regarding Preliminary Examinations. The Council reaffirmed its resolution to the effect that, before the draft Ordinance is passed, the University Courts, or one or more of them, should have a conference with the Education Department with a view to obtaining the co-operation of the Department in the conduct of the Preliminary Examinations. This proposal has, of course, been dismissed as impracticable by the representatives of the four Courts, and the draft Ordinance entrusts the negotiations with the Education Department to the new Entrance Board. The University Court has received from the Livingstone Centenary Memorial Committee a sum of £400 to be invested towards an endowment for a lectureship in geography.

The number of matriculated students is 785, as compared with 1,024 at the same date last year. The number of men students is 458. The decrease in men in the Faculty of Arts is 42 per cent.; in Science, 35 per cent.; and in Medicine, 28 per cent.

The number of matriculated men students is over 2,000, a decrease of about 720 as compared with last year's figures. Twelve members of the staff are serving with His Majesty's Forces, and between three and four hundred members, past and present, of the O.T.C. have received commissions. The Lord Rector, Earl Kitchener, has nominated Mr. James Walker, C.A., as his assessor on the University Court, and the Senate has re-elected Prof. Rankine as one of its assessors. Mr. W. W. Rouse Ball, Fellow of Trinity College, Cambridge, has given to the University a sum of 50 guineas to provide a medal, to be called the Napier Medal, in connexion with the Department of Mathematics. The late Dr. Thomas Clifford Davies, of Bury, Lancashire, has bequeathed £1,000 to the University, to be applied to such purposes as the University Court may think fit. The General Council has approved the draft Ordinance on Preliminary Examinations.

The report of Sir John Struthers on Secondary Education in Scotland during 1914 indicates a general satisfactory progress, though there are no important new developments. It remains true that, if Scotland as a whole be taken, one child out of every six or seven who leave the primary school does so to embark upon a course of secondary education. Steady efforts are being made to deal with the problem of secondary education in rural schools, and these efforts have had considerable success. The report refers specially to the diminution in the number of boys who are making one or other of the learned professions their goal. This is explained by the fact that the attraction towards other lines of life is becoming daily more powerful. This change is nowhere more evident than upon the northern side of the Grampians. In several secondary schools situated in small burghs it has been noted that the post-intermediate classes consist almost entirely, or altogether, of girls. "The openings for boys to enter good and not blind-alley employments have recently become much more numerous, and parents are naturally unwilling to sacrifice the known and profitable present for an uncertain and expensive future, a consideration which undoubtedly weighs all the more heavily because of the more extended course necessitated by the steady rise in the standard of University work."

This change, it may be remarked, is doubtless due to the pro-

perous trade of recent years. In the past the Universities have generally lost students in prosperous times and gained them in times of trade depression. During the last few years this tendency has been less evident than it used to be, and it was hoped that it had been checked by a growing appreciation of the advantages of University education. It will be interesting to see whether, as Sir John Struthers seems to suggest, the tendency to forgo a University career is mainly confined to the less industrial parts of the country. The experience of the University Appointments Committee is that in the large commercial and industrial centres there is an increasing number of openings for University graduates.

At the annual general meeting of the Secondary Education Association, the President, Dr. Andrew Thomson, Rector of Perth Academy, devoted his address to the consideration of the State system of education in Germany. He warned teachers that they must at all hazards preserve their freedom from purely State control, which usually ended in bureaucratic government of the most mechanical and deadening kind. Mr. J. W. Butters, Rector of Ardrossan Academy, was elected president for next year.

The Glasgow School Board has appointed a Committee to consider the arrangements for the merit certificate and to make recommendations to the Education Department for their amendment. The chairman pointed out that the intention of the Department was that all scholars who had attended school regularly should, between the ages of twelve and fourteen, be in the supplementary classes. As a matter of fact less than one-third of the scholars leaving school at fourteen had the merit certificate, and of these the majority had only been one year, or a little over, in the supplementary classes. The present arrangements discouraged education, as the possession of the merit certificate was supposed to show that the education of the scholars had been finished. He suggested that no merit certificate should be given for less than two years in day supplementary classes, and that a simpler class be formed for those who were not likely to profit by the ordinary supplementary classes.

Merit Certificate.

IRELAND.

The Rev. J. P. Mahaffy, C.V.O., hitherto Vice-Provost, has been appointed Provost of Trinity College, and was installed at a meeting of the Board, on November 20, at which the following appointments were also made:—Vice-Provost, Dr. F. A. Tarleton (on the refusal of the Rev. T. T. Gray to accept the office); Bursar, Mr. G. L. Cathcart; Senior Lecturer, Rev. W. R. Roberts; Registrar, Rev. T. T. Gray; Auditor, Dr. L. C. Purser; Senior Proctor, Mr. E. P. Culverwell; Junior Proctor, Rev. A. A. Luce.

The results of the examinations for degrees and moderatorships have just been announced. The Mathematical Studentship goes to Maurice Collins, who has secured senior moderatorships in Mathematics (second place), and in Mental and Moral Philosophy; the Classical Studentship to Charles Seymour Mullan, who carries off the Large Gold Medal in Classics and a Gold Medal (second place) in Mental and Moral Philosophy. The Large Gold Medal in Mathematics falls to a woman student, Miss Jane Anderson. The women have been very successful this year, having gained 12 Senior Moderatorships (1 in Mathematics with first place, 2 in Philosophy, 1 in Experimental Science with first place, 2 in Natural Science, 2 in History, 3 in Modern Literature, 1 in Celtic Languages with first place), and 11 Junior (2 in Philosophy, 1 in Experimental Science, 5 in History, 3 in Modern Literature) besides two supplemental Junior (in Classics and Modern Literature). They have also gained 8 prizes at the autumn entrance, and, in the course of the year, 5 Senior Exhibitions, 1 Junior Exhibition, 1 Sizarship (in Modern Literature, with first place), the Cluff Memorial Prize for History, the Littledale Prize for English Literature, and numerous term prizes.

The College Societies have held their inaugural meetings during the month. The Philosophical Society opened its session on November 5, when Dr. Mahaffy was in the chair, and an address was delivered by Mr. B. C. Waller, B.A., the President, on the subject "Opportunities for Irish Statesmanship," dealing mainly with the present political outlook in Ireland. The speakers included Sir Horace Plunkett, the Lord Mayor, the Rev. T. Finlay, S.J., and Lord Ashbourne (who spoke in both Gaelic and English). The Theological Society had its meeting on November 18, when the Rev. N. J. D. White presided, and the Auditor, Mr. Alec Hardy, read a paper on "Christianity and Individualism," followed by speeches from the Bishop of Ossory, Canon J. O. Hannay, and Prof. W. F. Trench.

The Gaelic Society had arranged to celebrate the centenary of Thomas Davis, which falls this year, at their inaugural meeting, which was fixed for the evening of November 17; Dr. Mahaffy, the Vice-Provost, had promised to take the chair, and the speakers were Mr. W. B. Yeats, Mr. O. Fisher, B.A. (the Auditor), Mr.

P. H. Pearse, B.L., and Mr. F. J. Bigger. On November 10 Dr. Mahaffy wrote to the Secretary saying that he could not permit the inclusion of Mr. Pearse among the speakers, having just learnt that Mr. Pearse was a declared supporter of the anti-recruiting agitation. (Mr. Pearse, the Head Master of St. Enda's College in Rathfarnham, a prominent Gaelic Leaguer and a Gaelic writer, figured prominently in the recent split in the National Volunteers, being one of those who objected to Mr. Redmond's policy with regard to the Volunteer Organization, and set up the "Irish Volunteers" in order, as they asserted, to carry out the original aims of the movement. The speakers for the meeting, it may be added, had been invited before the Volunteer split occurred.) The Committee of the Gaelic Society represented that posters, tickets, and invitation cards for the meeting had already been printed and circulated, that the subject for discussion would be the life and work of Davis, and that they had sufficient confidence in the discretion of the speakers to believe that no irrelevant political references would be made. As they refused to alter their plans, however, Dr. Mahaffy on the 12th inst. wrote forbidding the opening meeting to be held inside Trinity College. The Committee thereupon sent the correspondence for publication to the Press, and at the same time, interpreting the Vice-Provost's prohibition in the letter rather than the spirit, advertised their meeting (with the original list of speakers minus the chairman) to be held in the Ancient Concert Rooms on the date already fixed. This led to a meeting of the Board, at which the Gaelic Society was dissolved and the Auditor and Secretary suspended. The whole incident is much to be regretted, as the Gaelic Society, though the youngest of the College Societies, had already a vigorous existence and had done much to leaven the general spirit of Trinity College. It is unfortunate that the President of the Society, Mr. E. Gwynn, F.T.C.D., has been away this term through illness; had he been on the scene, it is probable that the difficulty would not have arisen or that some *modus conciliandi* might have been found between the Board and the Committee.

The T.C.D. Voluntary Aid Detachment have fitted up a house for the reception of Belgian refugees. The Elizabethan Society (the union of the women undergraduates) have given up their weekly debate for a working party to supply comforts for the troops at the front and help the schemes of the Voluntary Aid Detachment.

Prof. W. Alison Phillips, who was recently appointed to the Lecky Chair of Modern History, delivered his inaugural lecture on November 4, the subject being "Great Britain's Continental Policy." It was the first of a series to be given through the term, bearing more or less on the present War and its causes. The second lecture dealt with "The Problem of Nationality."

The Donnellan Lecturer for this session has been Bishop Boyd Carpenter, who delivered the first of a series of four lectures on the afternoon of November 21, on the subject "Religious Consciousness: Its Relation to Fact." These lectures, as well as those of Prof. Phillips, attract a large outside public. On Sunday, November 22, Dr. Boyd Carpenter preached in the College Chapel.

University College, Cork, has inherited a considerable bequest amounting to over £30,000, from the late Mr. James O'Kineady, of Cavan, to be applied to the furtherance of secular scientific instruction in the College.

The Commissioners of National Education have appointed Mr. R. W. Hughes, M.A., District Inspector, to be Senior Inspector in place of Mr. W. M'Clintock, M.A., retired.

The annual Hermione Lectures were delivered during the month at Alexandra College, by Mr. C. J. Holmes, Director of the National Portrait Gallery, who lectured on four successive afternoons on "Rembrandt and the Dutch School."

The Irish Association of Women Graduates held its annual meeting on the evening of October 30, when the President, Prof. Mary Hayden, was in the chair, and Miss Barwell, M.A., read a lucid and instructive paper on the £40,000 grant for secondary teachers.

SCHOOLS.

ACTON COUNTY SCHOOL.—Two scholarships in the school have been won by R. S. Clark and A. H. Hornsby. In the past year the school has won:—1 place in the "Intermediate" Civil Service Examination; 4 Junior County Scholarships; 1 Entrance Scholarship to the Imperial College of Science, South Kensington; 10 Senior School Examination (Matriculation) Certificates, 4 in honours, with 36 distinctions; 2 University of London Commercial Certificates, with 6 distinctions. We are without the services of Sergt.-Major Lamport, who is with the Marines, and of Sergt. Pain, who has been at Ostend. Ninety-six Old Boys have joined the Armies of the Allies; one is on the French side and another on the German. The Cadet Corps numbers over eighty members.

DULWICH, JAMES ALLEN'S GIRLS' SCHOOL.—The annual Prize-giving took place on Friday, November 6, when the chair was taken

by D. C. Richmond, Esq., C.B. (Chairman of the Governors). The prizes and certificates were distributed by Miss Stephen, Principal of Newnham College, Cambridge. During the year the following successes have been obtained:—Ivy Gurney, a Scholarship of £45 a year for three years at Somerville College, Oxford, for French; School Leaving Exhibition of £45 a year for three years, Ruby Skene Smith. In the Grand Concours de la Société Nationale des Professeurs de Français en Angleterre, the school won the Sèvres Vase offered by the President of the French Republic to the girls' school obtaining the highest total of marks. Among former pupils of the school, Ellen Delf, D.Sc., has been appointed to the Yarrow Fellowship of £150 a year for three years at Girton College, Cambridge, for Research Work in Botany. Winifred Brencley, D.Sc., has been made a Fellow of University College, London; at Cambridge Maud Lee obtained a Second Class in the Classical Tripos, Margaret Jepps a First Class in the Natural Sciences Tripos, and Mary Mühlberg a First Class in the Medieval and Modern Languages Tripos, with distinction in Spoken German; Winifred Jacobi, a Scholarship of £25 a year for three years at Girton College, for Classics.

NORTH LONDON COLLEGIATE SCHOOL.—The sixty-fourth annual Distribution of Prizes took place on Thursday, November 5. Mr. Edward Bond, the new Chairman of Governors, took the chair. In consequence of the postponement of Prize Day from June to November, there was an unusually long list of honours. Mr. Bryant reported that, in addition to their usual social activities, her girls had been largely occupied in making clothing for our soldiers and sailors. The prizes were given by Dr. Michael Sadler. In his address he paid a high tribute to Mrs. Bryant, "a valued friend and comrade (with intervals of fighting) for many years." He impressed on the scholars the one great lesson to be learnt from their founder, Miss Buss—the duty of courage. He quoted from a report on German schools which showed that, both in Great Britain and her Colonies, these schools are either disappearing or becoming Anglicized. The Berlin Authorities noted that Germans resident abroad preferred to send their sons to English public schools, valuing the "unformulated and growing tradition" of our best type of schools.

PRIZE COMPETITIONS.

The Translation Prize for November is awarded to "Tristapatte."

The winner of the October Translation Prize for French is Lindley Latham, Esq., 61 Friends' Road, Croydon. For Latin the prize is divided between Prof. Strong ("Wiccamicus"), Clyst, Farnham Common, Slough, and C. F. Boden, Esq. ("Chris"), 8 Richmond Road, Smethwick, near Birmingham.

Winners of Holiday Prizes are Miss Rosalind Farnell ("L. Johnston"), Twyford House, Bishop's Stortford; Dr. R. L. Batterbury ("Rolobo"), Berkhamsted, Herts. At the request of "Albus an ater" we have sent his prize of £1, together with a long-unclaimed prize of £1, to the Women's League of Service, King's Cross Centre, 26 Cumming Street, Pentonville Road.

Il appelle, il agite son chapeau ou son mouchoir, le sable le gagne de plus en plus: si la grève est déserte, si la terre est trop loin, si le banc de sable est trop mal famé, s'il n'y a pas de héros dans les environs, c'est fini, il est condamné à l'enlèvement. Il est condamné à cet épouvantable enterrement long, infailible, implacable, impossible à retarder: à hâter, qui dure des heures, qui n'en finit pas, qui vous prend debout, libre et en pleine santé, qui vous tire par les pieds, qui à chaque effort que vous tentez, à chaque clameur que vous poussez, vous entraîne un peu plus bas, qui a l'air de vous punir de votre résistance par un redoublement d'étreinte, qui fait rentrer lentement l'homme dans la terre en lui laissant tout le temps de regarder l'horizon, les arbres, les campagnes vertes, les fumées des villages dans la plaine, les voiles des navires sur la mer, les oiseaux qui volent et qui chantent, le soleil, le ciel. L'enlèvement, c'est le sépulchre qui se fait marée et qui monte du fond de la terre vers un vivant. Chaque minute est une ensevelisseuse inexorable. Le misérable essaye de s'asseoir, de se coucher, de ramper; tous les mouvements qu'il fait l'enterrent; il se redresse, il enfonce; il se sent engloutir; il hurle, implore, crie aux nuées, se tord les bras, désespère. Le voilà dans le sable jusqu'au ventre; le sable atteint la poitrine; il n'est plus qu'un buste. Il élève les mains, jette des gémissements furieux, crispe ses ongles sur la grève, veut se retenir à cette cendre, s'appuie sur les coudes pour s'arracher de cette gaine molle, sanglote frénétiquement; le sable monte. Le sable atteint les épaules, le sable atteint le cou; la face seule est

(Continued on page 838.)

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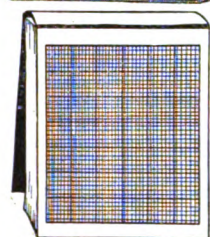


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God Save the King.

visible maintenant. La bouche crie, le sable l'emplit ; silence. Les yeux regardent encore, le sable les ferme ; nuit. Puis le front décroît, un peu de chevelure frissonne au-dessus du sable ; une main sort, troue la surface de la grève, remue et s'agite, et disparaît. Sinistre effacement d'un homme.

By "TRISTAPATTE."

He shouts, waves hat or handkerchief, the sand creeps higher and higher ; if the shore is deserted, if solid earth is too far off, if the sand-bank is of too evil fame, if there is no hero near at hand, all is over, he is doomed to be swallowed up. He is condemned to that ghastly burial, by a power slow, but unfaltering, relentless, not to be hastened or delayed in the accomplishment of a task that lasts for hours and seems unending, a power that seizes you still erect, free, sound in wind and limb, that draws you by the feet, that at each effort you make, at each shout that you utter, drags you a little further down, that seems to punish your resistance by gripping you twice as tight, that slowly brings man down back into mother earth, leaving him full time to gaze round the horizon at trees and green fields, smoke rising from the villages on the plain, sails of ships on the sea, singing, flying birds, the sun, the sky. This Thing that engulfs you is the tomb become like a tide, rising from the bowels of the earth, and moving towards a living man. Each minute plays its merciless part in the entombment. The wretched man would fain drag himself to a sitting posture, lie down, crawl away ; each movement made buries him the deeper ; he rears himself upwards and sinks downwards ; he feels it devouring him ; he shrieks, implores, shouts to the sky, flings his arms about, despairs. Behold him up to his middle in the sand ; the sand reaches his chest ; he is naught but a bust. He throws up his arms, utters groans as of a madman, his nails clutch the sand, he would gladly get a grip on it, but it slips like ashes through his fingers ; bearing on his elbows, he tries to tear himself from that soft enveloping sheath ; he sobs in frenzy ; the sand creeps up. The sand reaches his shoulders ; the sand reaches his neck ; only his face is now to be seen. His mouth opens to utter a cry, the sand fills it ; silence. His eyes still see, the sand shuts them ; night. Then the brow shrinks from sight, a few locks of hair quiver above the sand, a hand comes forth, pierces the sand, stirs and flutters, and disappears. Sinister blotting-out of a man.

We classify the 165 versions as follows :—

First Class.—Berenguela, P.O.L., Amiens, Bland, Rosario, Olio, Jaques, Allobroge, Sirach, Tristapatte, Gothicus, Quicksand, Wiccamicus, Chingleput, Corbar, Jonah, Artevalde, Shamrock.

Second Class.—Llantwit, Respice Finem, Toto, Gaudeamus, March, Tim, Tanje, Noiram, Martin, Jersey, Nutcracker, W.E.M., Rastra, W.G., Oscar, Chichester, Miramichie, W.L., Thistle, Beta, J.E.M., Gregory, Smee, Leila, Pauunnene, Maedh, Nessko, Nemo, Quincunx, Greenfinch, Koko, E.C.H., H.I.M., La Bohème, Truant, Black Pearl, A., Limpet, Balme, Lily, G.M., Commonwealth, Fife, Menevia, H.E., Audrey Bell, Celt, Instar, Luria, Catherine Parr, R.K.B., Audax.

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Fourth Class.—Dorothea, A.U., Durra, Tombstone, Chiselhurst, Dorothy X, Orient, Corncrake, Jupiter, S.M.P., Val, Legion, Grotesque, Pip, T.M.M., Hope, Somerset, Espérance, B.M.H., Moco, Victoria Cross, C.D.B., Mrs. Wiggs, White Hawthorn.

Fifth Class.—Primrose, A Cornish Girl, Coronal, Salvia, Pearl, J.A.M., Mater, Nis, Saxon, Bella, B.T., O.M.R., Dunlop, Sikh, Dum.

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In the first sentence, simple as it seems, there are several

(Continued on page 840.)

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stumbling-blocks. "Calls for help," not "shouts" or "screams," which are needed later on. "If there is no one on the beach," not "if the shore is deserted." "Terra firma" is out of tune. "If there are no heroes in the neighbourhood" suggests genteel residences; "if the sandbank has a bad reputation" suggests a shady character, and "it's all up with him" is colloquial. In the next sentence observe the French order—"the horrors of a sepulture, slow, certain, pitiless." *Qui vous prend*: "which seizes you as you stand there, a free man in the prime of life." *Revenir dans la terre*: "thrushes him underground," not "makes him return to the dust whence he sprang." *L'enlèvement*, &c.: "to be buried in a quicksand is death in the shape of a tide that surges from the bowels of the earth to whelm a wretched mortal." This is the first real difficulty. Such a bold metaphor in the form of a tidal wave is hardly admissible in English and must be softened down. The following metaphor must be preserved:—"Each minute is a grave-digger at his ruthless task." For "stomach" and "bust" read "waist" and "torso." *Crispe ses ongles*: "digs his nails into the sands and tries to prise himself by what is but dust and ashes." *Grève* cannot here be "shore," and *cendres* is used of any loose rubbish. *Gaine molle*: "elastic sheath," "strait-jacket of sand," or, more freely, "shirt of Nessus." The ending is inimitable. I hesitate between "silence" and "then silence," but a word more would be fatal. For the final crux I would suggest, with diffidence, "The mystery of a vanished man."

A Prize of Two Guineas is offered for the best translation of the following passage from Cicero:—

Ego Q. Maximum, eum qui Tarentum recepit, senem adolescens ita dilexi ut aequalem. Erat enim in illo viro comitate condita gravitas nec senectus mores mutaverat. Quamquam eum colere coepi non admodum grandem natu, sed tamen iam aetate provectum. Anno enim post consul primum fuerat quam ego natus sum, cumque eo quartum consule adolescentulus miles ad Capuam profectus sum quintoque anno post ad Tarentum. Quaestor deinde quadriennio post factus sum, quem magistratum gessi consulibus Tuditano et Cethego, cum quidem ille admodum senex suator legis Cinciae de donis et muneribus fuit. Hic et bella gerebat ut adolescens, cum plane grandis esset, et Hannibalem juveniliter exsul-

tantem patientia sua mollebat; de quo praeclare familiaris noster Ennius:

Unus homo nobis cunctando restituit rem;
Noenum rumores ponebat ante salutem;
Ergo postque magisque viri nunc gloria claret.

Tarentum vero qua vigilantia, quo consilio recepit! cum quidem me audiente Salinatori, qui amisso oppido fugerat in arcem, gloriantur atque ita dicenti: "Mea opera, Q. Fabi, Tarentum recepisti."—"Certe," inquit ridens; "nam, nisi tu amisisses, numquam reciperem."—"Nec vero in armis praestantior quam in toga, qui consul iterum, Sp. Carvilio collega quiescente, C. Flaminio tribuno plebis quoad potuit restituit agrum Picentem et Gallicum viritum contra senatus auctoritatem dividenti; augurque cum esset, dicere ausus est "optimis auspiciis ea geri, quae pro rei publicae salute gererentur; quae contra rem publicam terrentur, contra auspicia ferri."—"Multa in eo viro praeclara cognovi, sed nihil est admirabilius quam quo modo ille mortem filii tulit, clari viri et consularis. Est in manibus laudatio: quam cum legimus, quem philosophum non contemnimus? Nec vero ille in luce modo atque in oculis civium magnus, sed intus domique praestantior. Qui sermo, quae praecepta, quanta notitia antiquitatis, quae scientia iuris augurii! Multae etiam, ut in homine Romano, literae: omnia memoria tenebat non domestica solum, sed etiam externa bella. Cuius sermone ita tam cupide fruebar quasi iam divinarem, id quod evenit, illo extincto fore unde discerem neminem.

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This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the January Term, 1915, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

GENERAL FORM MISTRESSES.

ASSISTANT MISTRESS in large Girls' School in British Guiana, to teach the usual English subjects with good Mathematics up to Senior Cambridge Standard. Churchwoman with experience essential. Salary £60 res. First-class passage will be paid.—No. 1,116.

ASSISTANT MISTRESS with experience for Girls' High School near London to teach Botany, English, or History. Salary £40 to £50.—No. 1,409.

SENIOR MISTRESS for High-class School for Girls in London, to teach English. Recommendation to offer Modern Geography or advanced Latin. School experience essential. Salary according to qualifications and experience.—No. 1,295.

ASSISTANT MISTRESS for high-class School for Girls within reach of London, to teach Mathematics, English, History, and elementary Latin. Modern Geography a recommendation. Salary £35 to £40 res.—No. 1,325.

ASSISTANT MISTRESS for Girls' Boarding School on the South Coast, to teach History, Modern Geography, and Junior English. Recommendation to offer Nature Study, Drill, and Elocution. Salary £50 to £70 res.—No. 1,330.

ASSISTANT MISTRESS, to teach Geography, on modern lines, and Ablett's Drawing. Needlework and Games a recommendation, also Conversational French, for good-class Private School for Girls within easy reach of London. Salary £60 res.—No. 1,352.

ASSISTANT MISTRESS for Girls' Boarding and Day School in London, to teach English, History, Geography, Mathematics, Literature, and French. Salary £28 to £30 res.—No. 1,419.

TWO ASSISTANT MISTRESSES to teach between them, Arithmetic, Drawing, Geography, Music. Commercial subjects, chiefly Shorthand and Book-keeping, for Dual School in the West. Salary £100 to £120 non-res.—No. 1,403.

ASSISTANT MISTRESS, to teach Divinity, English, History and, as subsidiary, Games. For Private School for Girls in the Midlands. Salary £40 res.—No. 1,378.

ASSISTANT MISTRESS, to teach Latin and English in Boys' School in the West of England. Salary according to qualifications and experience.—No. 1,387.

SENIOR MISTRESS, to teach Mathematics, History, Scripture, Hygiene, and Physiology, and to take charge of Forms V and VI. Private Boarding School for Girls, within reach of London. Salary £56 res.—No. 1,393.

MATHEMATICAL AND SCIENCE MISTRESSES.

ASSISTANT MISTRESS with experience to teach Latin and Mathematics, and Geography, in a Girls' Private Boarding School in the West. Salary from £50 res.—No. 1,301.

ASSISTANT MISTRESS to teach Mathematics and Geography on Modern lines, for Boys' Day School in the Midlands. Salary £135 non-res.—No. 1,366.

MATHEMATICAL AND SCIENCE MISTRESSES—continued.

ASSISTANT MISTRESS to teach Mathematics, Latin, and Modern Geography for Private School for the Daughters of Gentlemen in the North of England. Salary £50 res.—No. 1,370.

ASSISTANT MISTRESS to teach Mathematics and Modern Geography in Girls' Private Boarding School in the Midlands. Salary according to qualifications and experience.—No. 1,400.

ASSISTANT MISTRESS for Girls' high-class School, within reach of London, to teach Mathematics, and either Latin or Science. Salary according to qualifications and experience.—No. 1,415.

ASSISTANT MISTRESS to teach Botany, Chemistry, and Mathematics for Girls' Boarding School in the South. Salary £60, rising to £70 res.—No. 1,417.

KINDERGARTEN AND LOWER FORM MISTRESSES.

ASSISTANT MISTRESS to teach Music, Drawing, German, and either elementary English or French, for Boys' School in Ireland. Salary £50 res.—No. 1,309.

ASSISTANT MISTRESS for Form I, who has had training in Froebel methods, and who could also take Games. High-class School for Girls, on the South Coast. Salary £35 res.—No. 1,356.

MISTRESS to teach General elementary subjects to small Boys, and some Music. Good Preparatory School on the South Coast. Salary according to qualifications and experience.—No. 1,379.

JUNIOR MISTRESS to teach children of six to twelve years, in high-class Girls' School in London. Salary according to qualifications and experience.

ASSISTANT MISTRESS for Form II, to teach all subjects, Reading, and Elocution. Knowledge of Music desirable. Private School for the daughters of gentlemen. Salary £40 res.—No. 1,397.

ASSISTANT MISTRESS to teach young boys elementary subjects, including elementary Latin and French. Churchwoman essential. The School is a Preparatory one on the South-east Coast. Salary £40 res.—No. 1,414.

FORM MISTRESS, to teach small boys usual English subjects, Arithmetic, and elementary Latin. Salary £100 non-res.—No. 1,422.

MUSIC AND ART MISTRESSES.

ART MISTRESS, able to offer Music and Geography if possible, for a Private Boarding School in the North. Salary £45 to £50 res.—No. 1,265.

MUSIC MISTRESS to teach Piano, with training in Mathey System, also able to teach Aural culture and lecture in Musical Appreciation. Experience essential. Large Boarding and Day School in South Africa. Salary £100 to £120 res. Passage paid out.—No. 1,289.

MUSIC AND ART MISTRESSES—continued.

MUSIC MISTRESS for Girls' Boarding School in the North of England, to teach Pianoforte. Experience and a performer necessary. Salary £100 res.—No. 1,334.

MUSIC MISTRESS to teach Piano and take elementary work in the lowest Form in a very good Preparatory School in the North of England. Salary £50 to £70 res.—No. 1,355.

MODERN LANGUAGE AND FOREIGN MISTRESSES.

ASSISTANT MISTRESS to teach French and English. German a recommendation. In a Good-class Private School for Girls on the South Coast. Salary £30 to £40 res.—No. 1,294.

ASSISTANT MISTRESS to teach French and German, and some Music for good-class Private School for Girls on the South Coast. A good salary offered, res.—No. 1,368.

FOREIGN MISTRESS to teach French. Experience in English schools and good discipline essential. High-class Boarding School for Girls within reach of London. Salary offered according to qualifications and experience.—No. 1,389.

GYMNASTIC AND GAMES MISTRESSES.

SWEDISH GYMNASTIC MISTRESS for a Training School in London. The Mistress must have a Government Certificate of Denmark or Sweden, and be able to prepare Students for Examination. Salary £45 to £50 non-res.—No. 1,292.

GYMNASTIC MISTRESS to teach Swedish Gymnastics and some lower Form work in a Boys' Preparatory School in the South of England. Salary £100 non-res.—No. 1,398.

MATRONS, HOUSEMISTRESSES, AND LADY HOUSEKEEPERS.

MATRON with some Hospital training for Private School in the North. Salary £35 res.—No. 1,241.

NURSE MATRON for Good-class School in London. Hospital training essential. Salary £40 to £50 res.—No. 1,313.

MATRON HOUSEKEEPER with some knowledge of housekeeping and care of children, for Private Boarding and Day School in the East of England. Salary £30 to £35 res.—No. 1,340.

HOUSEKEEPER or MATRON, able to undertake Cooking, and management of servants, also care of children for Private School within reach of London. Salary according to qualifications and experience.—No. 1,416.

STUDENT TEACHERS.

STUDENT MISTRESS for English for Girls' School in the North-west of England. A small salary will be given, res.—No. 940.

STUDENT MISTRESS "au pair" for high-class Girls' School in London.—No. 1,413.

Messrs GABBITAS & THRING have on their Books Vacancies for Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

These School and Teachers' Advertisements are continued from page 842.

FRENCH lady (diplômée), 13 years' experience in English schools (7½ years in present post), wants post in an English School. Highest references. Apply—Mademoiselle DUCHEMIN, St. Katharine's, Hook Heath, Woking.

KINDERGARTEN MISTRESS, experienced, holding Higher N.F.U. Certificate, requires post in January. In addition to Junior Form subjects, can offer Needlework and Handwork. —Reply to Miss FELS, 94 High Street, Ramsgate.

WANTED post as LADY HOUSEKEEPER. School experience. 1st Class Diplômée of Cookery. Good knowledge of Sick Nursing. Apply—98 Redland Road, Bristol.

ENGLISH TEACHER, long resident abroad, seeks non-resident post as LANGUAGE MISTRESS. Fluent French and German, French diploma, modern method, any locality.—Miss TURNER, Post Office, St. Leonards-on-Sea.

POST as ASSISTANT MISTRESS, January, non-resident, London. English, French (acquired abroad), experienced and Senior Cambridge standard, Needlework, Games.—G. A. WARE, Queen's College, 41 Haverstock Hill, Hampstead.

ASSISTANT MUSIC MISTRESS. —Young lady requires post in high-class School near London. Assist with Games, Needlework, elementary English. Eighteen months' teaching experience. Good references.—Miss REYNOLDS, Sussex House, Swindon.

MATRON disengaged for January. More than twelve years' experience in Schools. Excellent testimonials.—Miss CLAY, Ashover, Steppney Road, Scarborough.

CERTIFICATED Teacher of Commercial Subjects (Shorthand, Typewriting, Book-keeping) desires post as SECRETARY in a School where she could also give lessons in above subjects. Has had some experience in Library and Office work. Good references. Public School education.—Miss EVA BUTCHER, Copse House, Clevedon, Somerset.

A.R.C.M. desires re-engagement in a good school. Piano, Singing, and Violin. Preparation for all "Associated Board" examinations. Six years' experience and examination successes.—(Miss) F. A. COOPER, Rhianva College, Hunstanton, Norfolk.

ART MISTRESS requires visiting appointment in January. Art Class Teacher's and Ablett certificates. Medallist, Drawing, Painting, Clay Modelling, Design. Experienced, good testimonials.—Miss GASKIN, Beaulieu, Holly Hall, Dudley.

KINDERGARTEN MISTRESS, experienced, Higher Froebel Certificate, trained Maria Grey and Westhill, requires Kindergarten or Transition post in January. Drawing, Brushwork, Handwork, Scripture, Physiology.—TATHAM THOMPSON, at 14 Cambridge Park, Bristol.

GYMNASTIC MISTRESS, experienced, requires visiting engagements near London. Gold Medallist; Swedish or Musical Systems. Massage, Remedial Gymnastics, Physiology, Hygiene, Anatomy, Country Dances.—G., 36 Grosvenor Road, Westcliff-on-Sea.

FRENCH LADY, 34, very capable, highest diplomas (14 years teaching experience in large and important schools) seeks situation as SENIOR FRENCH MISTRESS in similar school. Prepares for Cambridge or Oxford Examinations and others. Used to responsibilities and difficult work. Special own conversational system, very successful and thorough. Liberal salary essential. Write to M. L. VIGO, Grassendale, Southbourne-on-Sea.

HOUSE-MISTRESS, or similar position, for Clerkymann's Daughter (24) with full Domestic Diploma and some experience.—K. M. T., Teversham Rectory, Cambridge.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to The Journal of Education, Office, 3 Broadway, Ludgate Hill, E.C.4, in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

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DERBYSHIRE EDUCATION COMMITTEE.

CAVENDISH HIGH SCHOOL FOR GIRLS.

Wanted, in January next, FORM MISTRESS with High School experience. Special qualifications in English and Latin essential. Subsidiary subjects: Junior Arithmetic and Algebra. Initial salary £100 to £115 according to qualifications.

Apply at once to the HEAD MISTRESS.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

KING'S NORTON GIRLS' SECONDARY SCHOOL.

A FORM MISTRESS is required for the above-named School, well qualified in History and English. Salary according to qualifications and experience, £140 being the maximum of the scale. Forms of application may be obtained from the undersigned.

JNO. ARTHUR PALMER,
Secretary of Education.

Education Office, Council House, Birmingham.
18th November, 1914.

KING EDWARD VI'S GIRLS' GRAMMAR SCHOOL, LOUTH, Lincs.

Wanted, in January next, an experienced FORM MISTRESS to teach History throughout the School and Games. Subsidiary subjects: English and Scripture. Salary £100 to £110. Apply to Miss HEDLEY.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Examination Papers. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

WANTED, after Christmas, a MUSIC STUDENT. Pianoforte lessons given by Academy Professor. Small premium. Good general education essential. Apply—PRINCIPAL, St. Helena's College and School of Music, Harpenden, Herts.

AMMAN VALLEY COUNTY SCHOOL, AMMANFORD, CARMARTHENSHIRE.—Wanted in January, a MASTER to teach Woodwork and Metalwork. Ability to teach Drawing a strong recommendation. Must be experienced teacher. Salary £140 non-resident. Apply immediately to HEAD MASTER.

STUDENT MISTRESS (resident).—Girl about 16 desiring to matriculate can be received in good School near London. Excellent opportunities for study. Small premium.—B., 79 Palmerston Road, Bowes Park, N.

NORTH LONDON COLLEGIATE SCHOOL, SANDHILL ROAD, N.W.—Wanted, after Christmas, a MODERN LANGUAGE MISTRESS to teach German and French. A University degree with German Honours and training essential. Initial salary from £120 to £150, according to qualifications.—Apply by letter to HEAD MISTRESS.

SCHOLASTIC.—JANUARY (1915) VACANCIES.—Graduates and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (as soon as possible) to Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, London, W.C. Timely notice of vacant appointments will be sent to all candidates.

DURHAM COUNTY COUNCIL. HIGHER EDUCATION.

SECONDARY SCHOOL, CHESTER-LE-STREET.

Head Master: Mr. R. SANDERSON, B.Sc. (London).

ASSISTANT MISTRESS required from January next. British Graduate, specially qualified in French, to teach on modern lines. Subsidiary subject English. Able and willing to take part in games. Satisfactory previous teaching experience absolutely essential. Completed applications must be received by first post on Wednesday, 9th December, 1914.

Salary according to County scale, particulars of which together with application form will be furnished on receipt of stamped addressed envelope. Canvassing directly or indirectly will disqualify.

J. A. L. ROBSON,
County Secretary for Higher Education
Shire Hall, Durham.
24th November, 1914.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

Wanted for the beginning of February, 1915, a SENIOR MUSIC MISTRESS, L.R.A.M. or A.R.C.M., trained on Matthey method, to teach advanced Pianoforte, Theory and Harmony, Aural Culture (Stewart Macpherson), and Musical Appreciation. Experience essential. Salary £100, £110, and £120 in 3 successive years with board and residence, holidays included if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, with copies of testimonials, names of personal referees, and full particulars as to age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

BIRKENHEAD EDUCATION COMMITTEE.

COUNCIL GIRLS' SECONDARY SCHOOL.

Head Mistress: Miss A. F. EDWARDS.
ENGLISH MISTRESS required in January, with French as a subsidiary subject. Initial salary from £120 to £140, according to qualifications and experience. Forms of Application, which should be returned by the 14th December, may be obtained from the Secretary.

Further particulars may be had from the HEAD MISTRESS.

Canvassing will be considered a disqualification.
ROBERT T. JONES,

Education Department,
Town Hall, Birkenhead,
23rd November, 1914.

TESTIMONIALS.

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Manager: Mr. F. VINCENT (Lond. Univ.),
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The Vincent Typewriting Bureau.

REQUIRED for a Girls' High School, Natal, a LATIN and MATHEMATICS MISTRESS to teach Drill, Dancing, and Games also, if possible, and General School work. Salary £90, resident, passage paid.

REQUIRED, for Church High School, South Africa. CLASSICAL MISTRESS. General English subjects, Degree, training essential. Salary £100, resident, passage, January. Apply—EDUCATION SECRETARY, 23 Army and Navy Mansions, S.W.

TYPEWRITING (Certificated).

Testimonials, 6d. per dozen copies; MSS., 6d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, GRAVESEND.

Wanted, in January, TWO ASSISTANT MISTRESSES, one for Science, one for French (knowledge of phonetics and residence abroad necessary). Candidates for these posts should hold a degree or its equivalent, and should have been trained, or have had good school experience.

Also wanted, an ASSISTANT MISTRESS, with especial qualifications for teaching the first Form. Candidates for this post should have had a good school education and also some course of training.

Besides their special subjects, help will be required from each of these three Mistresses in Mathematics, English, or Games.

Initial salary of each appointment, £100 to £120, according to qualifications and experience, rising to a maximum of £170 per annum.

Forms of application and scale of salaries may be obtained from Mr. J. A. STIRTON, Technical Institute, Gravesend. Applications should be returned to Miss E. M. Fox, County School for Girls, Gravesend, as early as possible.

Canvassing will be considered a disqualification.
By order of the Committee.

FRAS. W. CROOK, Secretary.
Sessions House, Maidstone.
25th November, 1914.

ISLE OF ELY EDUCATION COMMITTEE.

THE HIGH SCHOOL FOR GIRLS, MARCH.

Head Mistress: Miss E. JOHN, M.A. (Lond.)

Wanted, in January, TWO ASSISTANT MISTRESSES, one with good experience, commencing salary £130 non-resident, the other commencing at a salary of £110 or up to £120, according to experience.

Subjects required: Science, Geography, French, English, History, and Needlework.

Applications to be sent to the Head Mistress by December 5th prox.

J. H. HAIGH, Secretary.
County Hall, March, Cambs.
23rd November, 1914.

BATTERSEA POLYTECHNIC, LONDON, S.W.

The Governing Body invite applications for the following appointment:

DOMESTIC SCIENCE DEPARTMENT.

ASSISTANT SUPERINTENDENT of Day and Evening Classes. Commencing salary £150. Applications to be made not later than December 3rd. For statement of duties send stamped addressed envelope to the SECRETARY.

MANCHESTER EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS, HARPURHEY.

Applications are invited for the appointment of FORM MISTRESS. The selected candidate will be required to take the Drawing throughout the School, and to teach First Form subjects. It would be an advantage if the candidate possessed the Higher Froebel Certificate.

Scale of salaries, £110 to £160, by £5 per annum.

Full particulars of the duties and conditions of the appointment may be had on application to the undersigned.

Forms of application must be returned at once. Canvassing, directly or indirectly, will disqualify a candidate.

SPURLEY HEY, Director of Education.
Education Offices,
Deansgate, Manchester.
November 5th, 1914.

COUNTY BOROUGH OF ST. HELENS.

COWLEY BOYS' SCHOOL.

Head Master: E. A. A. VARNISH, Esq., M.A.

Wanted, for next term (owing to the appointment of C. Parsons, Esq., to the Headship of the Tiverton Middle School), ASSISTANT MASTER with high honours in Mathematics. Commencing salary £200 per annum, rising by £10 per annum to £230. Applications, which should be returned not later than December 5th, to be made on forms to be obtained from the undersigned.

JOHN A. HARTLEY, Secretary to the Governors.
Education Office, St. Helens.
November 18th, 1914.

WANTED, after Christmas, a Lady as ASSISTANT MISTRESS. Subjects: French throughout the School and some Junior English. Apply—HEAD MISTRESS, High School, Wells, Somerset.

TO ASSISTANT MISTRESSES.

JANUARY (1915) VACANCIES.

Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite Immediate applications from well qualified Assistant Mistresses for the following Appointments:—

Assistant Mistress to take English, with Latin as subsidiary subject. County School near London. Commencing salary £120 non-resident.—No. 331.

Science Mistress for Botany, Geography, and Mathematics. Endowed High School. Salary £120 to £130 non-resident.—No. 336.

Assistant Mistress for English, Latin, History, and Geography. Secondary School. Salary £110 non-resident.—No. 335.

Mathematical Mistress. Graduate necessary. High School in Kent. Salary £115 to £125 non-resident.—No. 305.

Assistant Mistress for History, Modern Geography, Drill, and Nature Study. Training or previous experience necessary. High-class Home School. Salary £50 to £70 resident.—No. 292.

Mistress for good English, Arithmetic, elementary Mathematics, and French. Experienced in Class teaching. Fair salary. resident. School in Surrey.—No. 348.

South Africa.—Music Mistress with good experience and able to take Matthey Method. I.R.A.M. or A.R.C.M. To commence duties in February next if possible. Commencing salary £100 resident. Passage paid.—No. 250.

Form Mistress with good qualifications in History, English, and Drawing. Graduate looked for. Willing to take active part in Games. County School. Salary £90 to £100 non-resident.—No. 307.

Art Mistress for good Drawing and Painting from Life. Technical School. Commencing salary £110 non-resident.—No. 328.

Trained Mistress to take charge of Preparatory Department under Head Mistress. Higher Certificate N.F.U. and able to train students. Commencing salary £100 non-resident.—No. 343.

Assistant Mistress to take French chiefly. Also general Form subjects. High School in London. Commencing salary £120 to £130.—No. 347.

Experienced Mistress to take Latin, Mathematics, and Geography up to Matriculation standard. Salary from £50 resident.—No. 265.

Gymnastic Mistress, able to take Games, Physiology, and Hygiene up to Senior Cambridge standard. Trained Mme Osterberg's or Bedford College. High-class School in Kent. Salary £55 resident.—No. 311.

Form Mistress for English, Arithmetic, Algebra, Geometry, French, and Modern Geography up to Matriculation standard. Graduate looked for. Large Day School in London. Commencing salary £60 resident.—No. 339.

Senior Mistress for general English, German, Physiology, and Hygiene. Graduate preferred. Experienced. Churchwoman. Salary £50 resident.—No. 341.

Assistant Mistress to teach English Language, Literature, and History. Religious Knowledge. Experienced in preparing for Exams. Private High School. Salary £50 resident.—No. 340.

200 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign Senior and Junior, Assistant Mistresses.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL, SMITH & FAWCETT to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 841 for brief particulars of some of the Schools Messrs. Griffiths, Powell, Smith & Fawcett now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

NORTH RIDING EDUCATION COMMITTEE.

SALTBURN HIGH SCHOOL FOR GIRLS.

Wanted, in January 1915, TWO MISTRESSES: (1) For DOMESTIC SCIENCE, who will be responsible for catering for the School dinner. Chief subjects required: Cookery and Needlework. (2) For MATHEMATICS and DRAWING. Both Mistresses must be fully qualified and have had experience. Commencing salary £100 non-resident. Applications, stating age, qualifications, experience, &c., must be forwarded to the undersigned.

W. MENNELL,

Clerk to the Governors.

Education Offices, County Hall, Northallerton.

FRENCH and GERMAN resident MISTRESS required in January. (Foreigner preferred.) Apply—Miss PARKER GRAY, Abbotsford, Broadstairs.

RAINE'S FOUNDATION SCHOOL FOR GIRLS, ARROUR SQUARE, STEPNEY, LONDON, E. (Recognized Secondary School).—The Governing Body invite applications for the following position. The successful candidate will be required to take up duty in January next.

A JUNIOR FORM MISTRESS with secondary school experience, specially qualified to teach Science and Mathematics. Candidates must be able to teach Physical Drill, be willing to supervise games, and must be graduates or must possess equivalent qualifications.

Minimum commencing salary at the rate of £120 per annum payable monthly, and rising by annual increments of £10, during satisfactory service, to a maximum of £220 per annum.

Forms of application, which should be returned before or by December 18th, may be obtained by sending a foolscap envelope (stamped and addressed) to the HEAD MISTRESS.

STUDENT MISTRESS "au pair" required, in January, to help in the Junior Forms. Preparation for London Matriculation. Apply—PRINCIPALS, Cranford House School, Westbury-on-Trym.

CENTRAL FOUNDATION GIRLS' SCHOOL.—Wanted, in January, SENIOR SCIENCE MISTRESS to supervise Science teaching throughout the School, and to teach Chemistry, Physics, Botany, Domestic Science. Good degree and Secondary experience essential. Salary, L.C.C. scale £120 to £220 for graduates. Initial salary according to experience. Write to HEAD MISTRESS, Spital Square, London for application form, enclosing stamped and addressed envelope.

MUSIC MISTRESS (Temporary) wanted January. Essentials: Class Singing, Sol-fa and Staff-Notation; Pianoforte, Matthey method. Salary £120 non-resident. State age, experience, and send testimonials.—HEAD MISTRESS, Wyggeston Girls' Grammar School, Leicester.

NATIONAL FROEBEL UNION EXAMINATIONS.—Vacancy in private School for STUDENT preparing for Part II of above Examinations. No premium, exceptional facilities for study.—PRINCIPAL, Springfield School, 56 Clapton Common, N.E.

KING EDWARD'S HIGH SCHOOL FOR GIRLS, BIRMINGHAM.—Wanted, in January, a SCIENCE MISTRESS to teach Physiology, Geography, and some Mathematics. Honours Degree or equivalent essential. Apply to the HEAD MISTRESS.

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143 CANNON STREET, LONDON, E.C.

JULY IN THE FOREST.

"FOREST" is a vague term, as all know, and includes much country where trees are few and far between. Our forest is a rolling hill country of heath and sandy soil, with ironstone not far from the surface, but mingled with great tracts of woodland, where oak and birch and red-stemmed pine grow to full size. Tradition still lingers there of iron-smelting with wood fuel, and the craft of "collier" or charcoal-burner has not quite died out. The air freshens as we mount from the green valley that parts the forest from the great barrier of the south-downs, and it is cold in our cottage on July nights, and a good fire is pleasant company. The height on whose edge our cottage stands is distinguished by three noble clumps of pine trees, each with its proper name, that give us landmarks for return from our rambles on the heather; but they are not the only trees of the open forest. For it is no unbroken stretch of heather and bracken and ever-springing gorse; wooded combs lead down from the upland to the iron-coloured brook that feeds the far-off Medway, and here and there amid the lower growths rise tiny groves of primeval oak and holly, covered with a tangle of sweet honeysuckle or bramble blossom, fit haunt for fairy revellers. These close-set thickets give the forest a special note of beauty. The gorse for once in the year is in scanty bloom and the broom has seeded long ago, but there is no lack of colour. The green of the bracken is still vivid, and though the ling will not bloom till August, the purple bell-heather is in full bloom, often interwoven with glossy shoots of low-growing holly, and in the peaty regions there is abundance of the pale pink heath, with its softer beauty and its reminder of many a tramp over wet hillsides in Wales and Scotland. And here and there in a hollow you are suddenly greeted by the white plumes of the cotton-grass, waving merrily in the wind, with the golden starry flowers of the bog asphodel for its unfailing neighbour; most enduring of moorland beauties, for long after its flowering time is over its orange-tawny seed-pods will remain to gladden the grey hillside. Not far off are the sweet blooms of the spotted orchis on its tall succulent stem. There is little sound of birds; we have seen a pair of hawks, and the larks bear us company night and morning, and now and again a young blackbird darts through one of the towering hedges that bound some of the forest roads; but for the most part it is a silent world. Even the bees this summer are strangely hushed. We have the forest to ourselves. From time to time a motor flashes past in the distance, but the only walking company we meet is an occasional tramp or a road-mender, or forest folk going about their business: fetching water from a hillside spring or searching for cattle that have strayed from their accustomed pasture; for they are lost sometimes, though they carry bells here to mark their whereabouts. We are on the margin of two worlds, for just below us are plentiful cherry orchards, which make an industry of their own, and still lower down are a few scattered hop gardens; but these we see only when business takes us cycling into the valley. Our holiday is spent on the forest above, and there we wander all day long, carrying our lunch with us and camping under one of the great pine circles or on some heather-bank overlooking a quarry of the golden-tinted forest stone. The fragrance of the wild country is about us; the hot scent of heather and bracken, blended with the aroma of countless unregarded flowers—lady's bedstraw, and eye-bright, tormentilla and St. John's wort, and trefoil, and a score beside—mingled in subtle and penetrating sweetness, the concentrated essence of the forest. As we sit there looking southwards we see the great line of the chalk stretching east and west from Eastbourne to Chichester: we mark the dip where Newhaven lies and the white scar of the quarry above historic Lewes, and guess where Brighton is hidden from us, for the Devil's Dyke, they tell us, is not within our sight. The downs are a perpetual joy, and ever changing. When we came they were a vague blue line seen through a dreamy haze; then after a storm they stood out clear, every fold lit up by

the level evening sun; and then, again, they vanished utterly in the enveloping fog after a heavy rain.

We no longer count as strangers here. The shop of our small hamlet has us on its books; the cycling postman visits us twice a day, and the kind, efficient dame who "does for us" brings most of the local news; the rest, and much besides, we learn in measured speech and sometimes unfamiliar phrases from the small farmer who drives our hired pony-chaise. Like many folk here, he feeds a few cows in the forest, and grows cherries and other fruit for market, and earns something with his horses and traps. He has a thrifty and a thriving air and the complexion of a russet apple. He is at peace with his neighbours, and has a good word for them all. His cottage is typical of the forest: brick, with a jacket of tiles on the upper half and tiles on the roof; some cottages are of wood, with tiles above, but in all of them happily slate is unknown. Our friend's garden is gay with Canterbury bells—blue and pink and white—and great masses of white and purple "goat's-beard" and blue anchusa. From his hill-side home, where his predecessor squatted on a patch taken from the forest, he looks across to a thick woodland, from which most of his fuel comes (for coal is dear hereabouts), and he has stories to tell of the cannon-founding in the forest in early days. There is no lack of children, playing about among the heather—half shy, half wild, but ready to make friends when they have got used to our strange faces and unaccustomed ways. At first they are almost as silent as the moorland itself. The world of wealth and fashion spins past us on the neighbouring road from day to day, but our paths are on the heather, and, as there are no golf links near us, we live in an unfrequented world and possess our souls in quietness. The spell of the forest is upon us, and we shall find it hard to come away. We pray that the Conservators may keep the forest ways unspoilt for ever.

P. E. M.

REVIEWS AND MINOR NOTICES.

The Cambridge History of English Literature. Vol. XI:
The Period of the French Revolution.

The new volume of the "Cambridge History of English Literature" deals with a transitional period, which does not belong whole-heartedly either to the eighteenth century or the nineteenth, and the editors have been obliged to select somewhat arbitrarily from the authors and subjects which in strict chronology fall within it. For instance, Coleridge is chosen but not Lamb or Hazlitt, Wordsworth but not Keats, Godwin but not Shelley, and, for some occult reason that can have nothing to do with dates, Southey but not Landor. Wordsworth and Coleridge are buttressed by Cowper, Crabbe, Burns, and Blake, but they occupy small space themselves and are not supported by those contemporaries whom they influenced most. The result is that the two greatest literary figures of the age are isolated in position and dwarfed in importance. Another instance of defective arrangement is Prof. Saintsbury's generally punctual, always welcome, but this time belated chapter on the Prosody of the Eighteenth Century. Set in the midst of criticism of the Romantics, it deals strictly with the prosody of the preceding age, and it deliberately postpones the treatment even of Blake and Chatterton.

The first chapter in the volume deals fittingly with Burke, and Prof. Grierson has succeeded in putting him in his right connexion with the thought of his age. His statement of Burke's relation to the doctrine of the revolutionists and of his link with Wordsworth is especially illuminating. He emphasizes one characteristic of Burke which many critics miss, namely, his pessimism. And finally his analysis of Burke's rhetoric, if short, is incisive and suggestive.

The editors' choice of critics is unusually happy in the case of Wordsworth and Coleridge, and we could wish the limited

space allowed them had been generously extended. To the critic of Coleridge, no less than to the critic of Wordsworth, sympathy is in a special sense the one thing needful. Prof. Vaughan approaches Coleridge with this rare gift, just as M. Legouis approaches Wordsworth. He knows and loves Coleridge in his weakness as well as his strength, and his estimate, based on a compassionate knowledge of human frailty and a sensitive appreciation of genius, succeeds in reaching his supreme qualities, without excusing or ignoring his defects.

The touchstone of a critic's understanding of Coleridge is "Kubla Khan" rather than "The Ancient Marinere," and Prof. Vaughan writes admirably of "Kubla Khan," clearing it from the charge of emptiness of content, and yet vindicating its unique triumph in the sphere of purely sensuous expression. He does another service to Coleridge by pointing out the interest of "Anima Poetae," a work that deserves to be better known as a revelation of the inner workings of this poet's mind. It would be absurd to suppose that so good a scholar as Prof. Vaughan had neglected the textual study of Coleridge, now facilitated by Mr. E. H. Coleridge's excellent edition, with its complete *apparatus criticus*; but his textual references are slight, and in one important case directly misleading. He pays no attention to the interesting artistic problem of the recast of "The Ancient Marinere," and his one quotation of a textual emendation is stultified by an error. On "Christabel," line 252, he writes: "If we are to believe a contemporary reviewer in the *Examiner* (June 2, 1816) the original version of

A sight to dream of, not to tell!

was

Hideous, deformed, and pale of hue.

The reviewer scornfully remarks that the rejected reading was 'the keystone to the whole poem.' Now the one line cannot have been the *original version* of the other nor in any way its substitute. The rhymes are different. What the reviewer really wrote was:—

The MS. runs thus, or nearly thus:

"Behold her bosom and half her side

Hideous, deformed and pale of hue."

This line is necessary to make common sense of the first and second part. "It is the keystone that makes up the arch." For that reason Coleridge left it out.

In fact the line here imperfectly remembered occurs in three MSS. of the poem *between* lines 252, 253, thus:—

Behold her bosom and half her side

Are lean and old and foul of hue,

A sight to dream of, not to tell!

O shield her! Shield sweet Christabel!

It is this information that Prof. Vaughan should have given, instead of quoting the reviewer at second-hand.

Coleridge's political philosophy is admirably treated in its mature phases, but we could wish that some analysis of its development through the actual period of the Revolution had been added. The central truth about Wordsworth's influence upon Coleridge—its liberating effect upon his mind and imagination—is well stated, but the further and more intimate question of the influence upon his style and his conception of Nature is, unhappily, not pursued. Prof. Legouis reaches down to the truth about Wordsworth's essential strength in poetry when he emphasizes his triumph in "poetical psychology," and "his extraordinary faculty of giving utterance to some of the most elementary and, at the same time, obscure sensations of man confronted by natural phenomena." In two points his study of Wordsworth is disappointing. It fails to do him full justice as an artist, and, to us it seems, misreads him as a political thinker. On the first point, there is no consideration of the remarkable change in style from the "Lyrical Ballads" to "The Poems in Two Volumes" of 1807, nor is any reference made to the huge question of the textual emendation which Wordsworth pursued with all the faith and energy needed for a lifelong task. On the second point we cannot endorse M. Legouis's charge of a change of ideas "which made his old age diametrically opposed to his youth," and of uncompromising anti-Liberalism and dogged

opposition to reform. In his old age Wordsworth watched the Italian struggle for liberty with the same ardent sympathy that he felt for France in his youth. He advocated stringent reforms in the Poor Law, and he earned the praise of John Stuart Mill, who as late as 1830 found Wordsworth the man with whom on matters of principle, though not of fact, "one's mind would really be in communion" on any political question of the day. This man was not the "Compleat Conservative" that Legouis would paint him.

The chapters on Cowper and Crabbe contributed by Mr. Harold Child are unequal in value. That on Crabbe is fundamentally unsympathetic. It is relieved by practically no quotation, and the Crabbe of "Peter Grimes," with his sombre imagination and power to make the flesh creep by the magic of the simple, jerky words of common speech, is not seen at all.

I saw my father on the water stand,

And hold a thin pale boy in either hand;

And there they glided ghastly on the top

Of the salt flood, and never touched a drop.

In this vein is not Crabbe already a past master of the art in which Masefield is hailed as a pioneer to-day?

The chapter on Cowper is, on the other hand, essentially sympathetic, illustrated by plenty of quotation, and, on the whole, just in its estimate of his qualities as man and as author. One or two things are lacking. There is no full recognition of Cowper's felicity in the Miltonic manner, ranging, as it does, from the splendid solemn vein of masterly imitation to the delicate humour of burlesque. Nor is any praise given to the Wordsworthian imagination of his greatest poem in the Miltonic manner, "Yardley Oak." Mr. J. P. R. Wallis, in his chapter on Blake, gives an interesting exposition of the poet's ideas, and clears the way for an intelligent study of whatever of Blake's mystical writings is intelligible. This was perhaps the most useful thing he could do, but we regret, nevertheless, that little space is given to artistic analysis, and that, consequently, there is no attempt to trace the vital connexion between Blake's poetry and his other arts as designer, painter, and engraver. Blake is essentially an artist, and probably the ultimate value of his gospel will be found to lie rather in his use of line, of colour, and of melody than in any system of ideas.

Amongst the other contributions to the volume we notice two attractive chapters under attractive titles—"The Blue-stockings," by Mrs. H. G. Aldis, and "Children's Books," by Mr. F. J. H. Darton. In the latter case, the careful bibliography supplies a crying need of students, and we can only regret that space prohibited a more comprehensive list of the chapbooks, one important department of the subject.

The volume is, perhaps, more disappointing in its whole impression than it is in the detail of particular chapters.

The Idealistic Reaction against Science. By Prof.

ALIOTTA. Translated by AGNES MCCASKILL. (1p. xxiii + 483. 12s. net. Macmillan.)

This book is not a mere translation of the original Italian edition which was published in 1912; it has been revised throughout, and in the concluding chapter all the constructive portions of Prof. Aliotta's philosophy are gathered together into one organic whole. Briefly, the object of the work is to trace the bearing and influence of the irrationalism of contemporary philosophy in relation to its criticism of science. The author shows that philosophy must take into consideration the data of artistic and moral life as well as the results of science. He shows that these three functions of the mind are synthesized in the unity of the human subject, and that no permanent and stable equilibrium arises from the alleged supremacy of any one of them over the others. A period of philosophy, based on one aspect of experience alone, tends to be followed by a period of reaction which goes too far in the other direction. Extreme rationalism is followed by the ravings of excessive mysticism. Contemporary thought, however, as interpreted by Prof. Aliotta, asserts the right of feeling

(aesthetics) and will (morals) against the excesses of materialism and the unstable indifference of agnostic positivism.

The book commences with a criticism of Spencer's agnosticism, and the author points out that the absurd *unknowable* is, in its ultimate analysis, a confession of failure on the part of that rationalism which attempts to reconcile the conflicting claims of science and theology. Any claim to reduce reality in its totality to a system of knowable relations is doomed to grope in the empty darkness of its own contradictions. There follows a chapter on the reaction from the negative attitude of the materialists which was instituted by the more critical method of Lange. To him belongs the credit of having relegated to the domain of poetry the solution of those problems which transcend the limits of intellectual experience. Further attempts to escape from the agnostic position are illustrated by the movement in which all reality is reduced to phenomena only, and by that, represented by the philosophy of Green, in which the eternity of consciousness and thought is postulated. Bergson's doctrine of intuition next calls for attention, and the difficulty of understanding how intellect and science can have sprung from a life of which the essence is to be sought in creation and artistic contemplation, is clearly demonstrated. Pragmatism, in which the value of ideas lies in their good and useful consequences, is boldly criticized, and shown to be a solution justified only as a reaction against the undue extension of scientific method into the realm of philosophy.

After this lengthy review of modern tendencies in philosophy, the author deals successively with non-Euclidian geometry, recent elaborations of pure mathematics and physics, and Ostwald's philosophy of energy. The latter is destructively criticized. To say that energy is the common source of phenomena is to argue in a circle, implying as it does that changes take place because energy (which is merely the potentiality of change) exists! The fact is, our sensations do not give us energy and energy alone; energy is a construction of our thought just as matter is. How, then, can energy or matter include thought and consciousness as inherent properties? Here is the vicious circle of the materialist revealed.

In the final chapter the author gives us his own conception of reality. He attempts to find a position of equilibrium between materialism and idealism, and lays much stress on the importance of looking into the creative spontaneity of our own consciousness if we would try to understand the nature of reality.

The work is, both critically and constructively, a valuable contribution to scientific and philosophic thought. It is unfortunate that modern philosophy should have become so painfully technical and so difficult to read as it undoubtedly has, and this book is no exception. No doubt the reader is supposed to be already well informed in philosophical nomenclature; a glossary, would, however, be a useful addition to many books of this kind. Once these difficulties are overcome, a wealth of fascinating thought and penetrating insight will be revealed to the reader beneath the technicalities of this masterly work.

Who is Responsible? Armageddon and After! By CLOUDESLEY BRERETON. (7d. net. Harrap.)

This is one of the earliest pamphlets (apart from official papers and tracts) that the War has called forth. Mr. Cloudesley Brereton has a ready pen, and he had all his facts ready to hand. He knows France intimately, and for the last thirty years has kept in close touch with both France and Germany, and the book is enlivened by personal reminiscences and conversations he has had with eminent French statesmen, letters from American friends, and travel experiences. The causes of the War is a twice-told tale, but Mr. Brereton brings out a point too often overlooked, that the present power of Germany is due not only to her successes in war, but even more to the use she has made of her spoils, the enlightened State socialism she has practised in subsidizing trade and commerce, in providing liberally for technical education, in organizing labour, and in preventing destitution. No one in

England, except a few cranks or professional jesters, like G. B. S., now needs convincing that our cause is just. The good qualities of our foes are here frankly acknowledged, and their present aberration is shown to be in part a *damnosa hereditas* from Frederick the Great and in part a corruption of the best—intense patriotism, loyalty, obedience to authority, and unbending resolution.

The character of William II as *le Néron de nos jours* is worthy of Suetonius. We are not implying that it is not justified by facts, but to Germans it will seem a venomous caricature.

On his own subject, Education, Mr. Brereton is most instructive. *Lehrfreiheit* is a German word, but the thing does not exist. All, from the University professor to the village schoolmaster, are dependent on the State, and must play the tune that the State calls. A School Geography in the two hundred and thirty-second edition contains the statement that Germans are the one civilized people of Europe, and that traces of civilization elsewhere are due to an infusion of German blood. In the Educational Section of the Brussels Exhibition there was a map of "Germany of the Future," with Belgium, Holland, and parts of Italy, France, Russia, and Hungary painted German.

We wish we had space to deal with the "After." Mr. Brereton holds that the settlement must be based on Nationalities, and hopes that the outcome of this principle will be Internationalism, with a glorified Hague Tribunal as its executive and a drastic reduction of armaments as its result. The brave words with which he ends will find an echo in every heart: "We are fighting not only for our own soul, but for the soul of Germany as well." That we should be beaten is to him inconceivable, but, even so, we must still fight on. "Better a thousand times to die for freedom, for justice, for all that we hold most dear, than to live on as slaves and bondmen who have lost the right to think for themselves and direct their own lives."

MATHEMATICS.

A General Course of Pure Mathematics. By ARTHUR L. BOWLEY, Sc.D. (7s. 6d. net. Clarendon Press.)

The student using this book is assumed to have reached matriculation standard, and the course here covered may be regarded as a framework upon which the reading for a pass degree should be based. It will be necessary to use other textbooks on algebra, conics, and calculus for fuller treatment of specific subjects, but the fundamental propositions are all dealt with in these pages and discussed with more rigour than in most elementary textbooks. A work of this character serves a very useful purpose, since most students at this stage, using several books, fail to obtain a proper perspective until the end of their course. The treatment of series in Section V is clear and vigorous. The discussion of plane co-ordinate geometry in Section VI omits all those details that tend to distract the reader's attention from the main argument without increasing his power. The section on the calculus needs more in the way of introduction; at present it can only be used as a summary by the student attending lectures on the subject. The section on the complex variable is a very careful piece of work and of considerable value, if it merely convinces teachers of the great need for care in applying the elementary rules to the imaginary quantity.

The Theory of Proportion. By Prof. M. J. M. HILL, F.R.S. (8s. 6d. net. Constable.)

An exceedingly valuable contribution to pedagogic literature. The expressed aim of the author is a simplified presentation of the theory of proportion as expounded in Euclid V and applied in Euclid VI. This aim has been very definitely attained by consistently using the fifth definition to the exclusion of the seventh and by developing the fifth definition in a more natural manner than that adopted by Euclid without sacrificing any of Euclid's rigour. This simplification of Euclid V would alone be a fully sufficient reason for the publication of this piece of work, but to most teachers its chief value will arise as an introduction to modern ideas on number. These pages give the simplest presentation of Dedekind's ideas that has so far been published and the first ten chapters should be digested by every teacher of mathematics in secondary schools. It is a distinct misfortune that the high price of this comparatively small volume will probably prevent it from reaching the wide circle of readers to whom it would be of value.

An Introduction to the Infinitesimal Calculus. By G. W. CAUNT, M.A., M.Sc. (12s. Clarendon Press.)

This textbook can be cordially recommended to all who wish to obtain a knowledge of the Calculus either for the purpose of applying it to physical science or as an introduction to further developments in mathematics. It is especially suitable for science degree students offering mathematics as one of their subjects. The order of presentation has been guided by interest, and the reader should soon begin to feel the increased power that the calculus gives in other departments of mathematics. Considerable teaching skill is shown in developing the fundamental ideas of "limit" and "continuity," and in indicating the care which is necessary in applying Taylor's Theorem. The note on Pringsheim's function is very much to the point in this connexion and is one of those suggestive side-notes which occur here and there throughout the book forming one of its most interesting features. There is a very good chapter on elementary differential equations and the appendix includes tables of exponential and hyperbolic functions. The illustrations from geometry, mechanics, and physics are all well chosen and there are numerous collections of well-graded examples.

Key to Hall's "School Algebra," Parts I, II, and III.

By L. W. GRENVILLE. (10s. Macmillan.)

The solutions of the harder examples are given in full, and for the easier there are sufficient hints. The graphs are clearly drawn, and, as far as we have been able to test it, there are no mistakes in the working.

Arithmetic. In Two Parts. By W. M. BAKER, M.A., and A. A. BOURNE, M.A. (Bell.)

We note that this Arithmetic is now in its second edition.

SCIENCE.

Life and Evolution. By F. W. HEADLEY. (5s. net. Duckworth.)

This is a new and revised edition of a book that has attained a not altogether unmerited vogue as an introduction to natural history. The arrangement and substance remain much as they were in the first edition, and they will not, therefore, be discussed here. We are among those who hold that it is not least, but most, difficult to write for the young or the technically ignorant, and that no condescension is involved in doing so. Mr. Headley is seemingly of another opinion. His book is nothing if not "chatty." Now to adopt the "chatty" style (save the mark!) is not to pay a compliment to one's reader's intelligence; it is not, in fact, good manners; and in the book under review there are passages that would make any self-respecting schoolboy indignantly rebel under what he would rightly judge to be their oppressive patronage. It may easily happen, however, that a writer with no graces of style to recommend him, no discrimination in dealing with evidence, no insight into the probable causes of what he sees, can be, nevertheless, so ingenuously interested in Nature and so fortunate in the things which interest him that he achieves a mitigated success in spite of the inevitable defects and crudities that mar his work. An old lady, after a visit to the picture galleries of the Louvre, was heard to say, "My dear, how I wish I could have gone without a guide!" The best that can be said of Mr. Headley's book is that those who make in its pages their first acquaintance with natural history will echo the old lady's sentiments. And perhaps to say that is rather high praise after all.

Handbook of Photomicrography. By H. LLOYD HIND and W. BROUGH RANGLES. (7s. 6d. Routledge.)

To treat the subject of photomicrography adequately postulates a knowledge of the latest developments of two rapidly advancing branches of applied science, that of microscopy and that of photography. The improvements in the microscope within the last seven years have rendered obsolete many methods and appliances in vogue at the beginning of the century. Fortunately we can assure our readers that in the book under review they will find an unusually reliable account of the instrument and accessories in their latest forms. Their skill as photographers is illustrated by nearly a hundred specimens of their art, and the publishers also may be congratulated on the success of their reproductions. The book is full of practical information and advice, is devoid of padding, and we hope it will find its way into schools and thus increase the number of amateurs who take up this fascinating pursuit of photographing the smaller forms of life. The only point on which the instruction seems obscure is with regard to the working distance of objectives, as from the definition on page 65 it is not clear whether the thickness of the cover-glass is to be included. We will make the matter clear by considering the first example given, a Zeiss lens of working distance one-fifth of a millimetre. This means that an object in contact with the under-side of a cover-glass 0.17 mm. thick will be in focus when the air-distance from the top of the

cover-glass to the front lens of the objective equals one-fifth of a millimetre. The photographic details cover a wide range of work, including colour processes and lantern-slide production. The most suitable stains and screens for various purposes are described. Some of the illustrations have been produced by use of inexpensive apparatus and show what good results can be obtained by moderate means, if the most difficult subjects (e.g. diatoms) are avoided.

Laboratory Textbook of Chemistry. Part I.

By V. S. BRYANT. (4s. Churchill.)

Here are brief directions and questions for each lesson, some short explanatory notes, and blank spaces to be filled in by the pupils. We have no doubt that the book will be very useful at Wellington in Mr. Bryant's classes; but it is not very likely that many teachers will desire to follow precisely the same lines, and it is difficult to adopt this kind of book on any other terms. The course of exercises is a good one, and the questions are numerous and well aimed, so that an inexperienced teacher—one with a good knowledge of chemistry, but not practised in teaching the subject—could adopt the book for class use with great advantage. It is the kind of outline an experienced teacher prepares himself, but on such matters as the best stage at which to introduce the atomic theory there are great differences of opinion, and the peculiar arrangement of this book affords no elasticity of method.

Chemistry and its Relations to Daily Life. By L. KAHLBERG and E. B. HART. (5s. 6d. net. Macmillan.)

This interesting and readable book is intended primarily for elementary students who are likely to take up agriculture or economics. It represents a new departure in the teaching of chemistry, and one which is worthy of all praise. Its authors, who are Professors respectively of Chemistry and Agriculture in the University of Wisconsin, have united their authority in producing a little book which cannot fail to arouse in the reader a vivid scientific interest in the substances of everyday use and consumption. After a preliminary outline of the fundamental principles of chemistry, illustrated abundantly by simple experiments and with reference to useful facts and interesting items of information, the chief mineral products—e.g. metals, paints, fertilizers, plant products—e.g. oils, cotton, rubber, tea, coffee, sugar, and animal products—e.g. leather, silk, wool, and milk and its products are dealt with. The book will prove valuable not only to elementary students, but also to teachers, both for simple object lessons and more advanced chemistry lessons. Too often chemistry is taught with little or no relation to the facts of daily experience. The successful teacher knows the importance of inducing his students to see the application of their knowledge in the objects with which they are already most familiar and to discover problems in the things which are generally taken for granted. Indeed, to all persons who are keenly interested in the why and the wherefore of the necessities and the modern appliances of life we would strongly recommend a perusal of this little volume. The authors' zeal for illustration has resulted in the inclusion of a number of unnecessary figures. An agricultural student is not likely to be unaware of the appearance of a cow or a sheep. Pictures of wool, asphalt streets, barrels of white lead, and cats with broken legs are not usually to be found in books on chemistry. If, however, they lend an additional interest to the curious, the authors' object will, no doubt, have been attained.

Physiological Plant Anatomy. By Prof. Dr. G. HABERLANDT.

Translated from the fourth German edition by MONTAGU DRUMMOND, B.Sc. (25s. Macmillan.)

Botanists of the English-speaking peoples will welcome the appearance, in their own language, of Prof. Haberlandt's great work. It has obtained a well deserved recognition in the botanical world, and its popularity and its value have increased during the transformations it has undergone from the modest proportions of the first edition to the ample bulk of the fourth, of which the volume before us is a translation. Haberlandt, more perhaps than any one, has cultivated the field opened up by Schwendener and others, and he has succeeded in investing the study of plant anatomy with a charm and an interest which few would naturally expect to find therein. The union of physiological conceptions with anatomical description has not only proved fertile in suggestion as to the course of evolution of structure, but has justified itself by acting as a potent stimulus to research, whereby many previously unsuspected relationships have been revealed. Details, such as the shape of the epidermal cells or the occurrence of crystalline substances, cease to be trivial, and gain much in interest, when they are seen to be correlated with the manifestations of irritability which are expressed in the apparently autonomous movements of the organs in which such structural features occur. It is, perhaps, difficult to avoid a somewhat pronounced teleological bias in dealing with the subject of anatomy from such a point of view; but little harm need accrue

to the student so long as he remains conscious of the danger of mistaking mere teleological speculations for a scientific explanation of the origin of an anatomical (or, indeed, of any other) character. Even if the philosophical danger were far greater than it actually is, it would still be worth running, for the sake of the admirably marshalled masses of fact with which Prof. Haberlandt's treatise is so richly stored. It is, finally, a pleasure to refer to the translation itself. Mr. Drummond has discharged his task extremely well, and although here and there he has perhaps not quite given the meaning of the original text, such instances seem to be few and of no very great importance. The book is well printed and illustrated, and on the whole represents one of the best, as it should also prove one of the most useful, of the more recent translations of German botanical works.

"Playbooks of Science."—*Electricity and Electrical Magic.*
By V. E. JOHNSON. (Frowde and Hodder & Stoughton.)

A capital companion for boys who have had a term or two of electricity at school. The hundred and odd experiments here given vary greatly in difficulty, and some are quite beyond the power of any boy; others might profitably form part of class work. It may not be superfluous to warn parents against the danger of presenting a Wimshurst machine to any youngster who asks for it.

Common British Beetles. By Rev. CHARLES A. HULL.
(1s. 6d. net. Black.)

Of the four thousand or so species of British beetles a selection of the larger or more remarkable are here described and pictured in colour or in black and white. By help of these the young collector will be able to identify any species he is likely to find, and the striking photographs of parts and organs will tempt him to investigate the structures with the microscope. Young naturalists are more given to collecting than to observation, but the introductory chapters will stimulate the chosen few to embark on the harder but far more profitable pursuit.

The Wonder-World. By AGNES GIBERNE.
(1s. 6d. Religious Tract Society.)

The author of "Sun, Moon, and Stars" has no superior as an expositor of the elements of science. Her latest volume is a series of object lessons, not the inanities which the name too generally suggests—coal is a black, opaque substance which ignites, &c.—but rational conversations on the laws and forces that have produced and are latent in the commonplace things of everyday life: an empty box, a boiling kettle, a lump of ice. These are hackneyed themes, but Miss Giberne puts them in new and striking lights, and she has succeeded in making intelligible to children the latest atomic theory revealed by radium.

Psychology in Daily Life. By C. E. SEASHORE.
(6s. net. Appleton.)

As an introduction to the study of psychology this volume may be useful to many. Topics such as mental health, efficiency, measurement, &c., play, the law in illusion, and memory are discussed, but not very deeply. Little that is new occurs, and, in our opinion, too much stress is laid on rules and rigid law—in fact, the author goes so far as to declare that "nothing is done well until it is reduced to an automatic stage." The chapter on Mental Law is attractive and shows most individuality of treatment; but the book in general does not go beyond the commonplace. The Law in Illusion, a chapter with illustrations, explains several optical illusions and indicates that there is method in our errors.

The Mastery of the Air. By WILLIAM J. CLAXTON.
(2s. 6d. Blackie.)

Mr. Claxton has succeeded in his endeavour to provide laymen with the information needed to follow with understanding the rise and progress of aviation. He begins *ab ovo* with the Mongolier brothers, and ends with the Aerial Derby of 1913. A quotation from Sir John French's despatch of mid-September, acknowledging the services of the Royal Flying Corps, is added as a postscript, and it is tantalizing to have nothing but theory on the uses of the air-ship in war. Sir Hiram Maxim makes our flesh creep. For £1,000,000, the cost of one Dreadnought, 500 aeroplanes could be made, each capable of carrying half a ton of nitro-glycerine. In dark and foggy weather they could visit London twice in a night, and drop 500 tons. How, he asks, would London look after a week of such treatment? Mr. H. G. Wells has supplied an answer; and fortunately the supposition is still in the region of pure romance. Mr. Winston Churchill, to whom due credit is given, has taken sufficient precautions against the visit of one Zeppelin. Taubes, too late inventions to find mention, may annoy us, but they will be only pin-pricks. The book is profusely illustrated.

DIVINITY.

The Book of Job interpreted. By JAMES STRAHAN, M.A.
(7s. 6d. net. T. & T. Clark.)

This is an excellent volume in every respect. It forms a competent exposition of the somewhat complicated text of Job, and is the work of a writer thoroughly acquainted with the investigations of recent scholarship and able to expound them in an easy, popular style. The book is well arranged. A short introduction of twenty-eight pages is followed by the exposition proper. Here the text is broken up into sections, headed by the translation (with variants), which is based mainly upon that of the Revised Version. A summary of the meaning of the passage, together with the detailed exposition of particular points, follows. The book has none of the forbidding appearance of the set commentary. It is admirably suited for the intelligent general reader and student who desires to grasp the poem as a whole and to be put in touch with all the important problems of exegesis, without at the same time being unduly distracted on points of detail.

Joshua. Annotated Hebrew Text. With Introduction, Vocabulary, &c. By the Rev. S. FRIEDBERG, B.A. (5s. net. Heinemann.)

The present volume is the first of a promised series of annotated Hebrew texts. Such a series would certainly meet "a long-felt want." The only Books that have been dealt with in this way by modern English scholars are Genesis (Spurrell), Samuel (Driver), and Kings (Burney). Mr. Friedberg's volume will, however, hardly bear comparison with any of these. His notes, which are printed below the Hebrew text, though useful, are somewhat elementary and lack distinction. The maps, too, might well be improved. It would have enhanced the interest of the commentary if the Jewish commentators (who are referred to not infrequently) had been cited in fuller form. It must be confessed that Joshua is not the most interesting of texts. Other volumes in the series may well have a wider scope. The plan adopted affords ample opportunity for excellent work, which would be warmly welcomed.

The Book of Wisdom. With Introduction and Notes. By the Rev. A. T. S. GOODRICK. (7s. 6d. net. Rivingtons.)

This is the first volume of what promises to be a valuable and important series of commentaries planned and edited by Dr. Burney. It is true that commentaries on the Books of the Bible abound. But there is room for a new type which will offer as a basis for exposition carefully revised critical texts. This is the outstanding feature of the new series. The new translations on which the notes are to be based are to be critical. In careful hands this plan ought to lead to important results. To judge from Mr. Goodrick's volume, the scale of the commentary itself will be quite considerable. There is an introduction covering eighty-four pages, the translation and commentary occupy nearly three hundred more, and the last fifty pages are devoted to additional notes and appendixes. Mr. Goodrick's work is very thorough and scholarly. He assigns the Book of Wisdom (originally written in Greek) to about the middle of the first Christian century. Its author was an Egyptian Jew, whose Greek, though copious in vocabulary, often falls below literary standards. Nor did he possess any real first-hand knowledge of Greek philosophy. The aim of the book is a patriotic one—to recall to their ancestral faith those Jews who were in danger of losing their national identity under the spell and stress of Roman culture and pressure. The introduction is, perhaps, somewhat overloaded with detailed discussions of competing views, but the whole forms a very thorough and valuable piece of work—the last, unhappily, of a gifted scholar who was cut off in the prime of his powers.

Isaiah XL-LXVI. Edited by the Rev. W. A. L. ELSLIE, M.A., and the Rev. JOHN SKINNER, D.D. (1s. 6d. net. Cambridge University Press.)

This little volume is a worthy addition to the series of small commentaries, based on the Revised Version, which is being published by the Cambridge University Press. The names of the editors in this case are a guarantee of good work. They have produced a volume which combines the best scholarship with lucidity and simplicity of statement. There is an excellent introduction, which discusses the authorship, historical and literary features, unity, and teaching of the Book. The composite character of this section of the Book of Isaiah is accepted, and full attention is given to such difficult questions as those involved in the "Servant songs." The notes are both full and terse. The volume ought to be warmly welcomed as not only a competent, but stimulating, textbook for class purposes.

The Great Salvation. A Study of the Epistle to the Hebrews.
By C. R. CUFF. (3s. 6d. net. Methuen.)

This is a devotional and expository study, covering the whole of the Epistle to the Hebrews. An introductory chapter deals with

"Access to God"; then the rest of the volume discourses on "The Word of Salvation," "The Work of Salvation," and "The State of Salvation." The book will assist readers who are willing to read Books of the Bible as a whole, and continuously, in a devotional spirit.

A Handbook of Christian Apologetics. By A. E. GARVIE, M.A., D.D. (2s. 6d. net. Duckworth.)

This volume, by the accomplished Principal of New College, London, is an important contribution to theological literature. It is packed with thought, and will repay careful study. The aim of the treatise is to present "as complete an outline of the argument for the Christian faith as the intellectual situation of to-day demands," and "the order of the chapters has been determined with the view of exhibiting, as far as possible, a continuous argument." In Chapter I the Purpose and the Problems are defined: Chapter II deals with Religion and Revelation. This is followed by chapters on Inspiration and Miracle (III), the Lord Jesus Christ (IV), the Christian Salvation (V), the Christian View of God (VI), the Christian View of Man (VII), the Christian Ideal (VIII), and the Christian Hope (IX). Though only claiming to present an outline, Dr. Garvie deals with his themes very thoroughly. For instance, in the chapter on Jesus Christ, he discusses (1) the denial of the existence of Jesus Christ, (2) the eschatological view of the teaching of Jesus, (3) the anti-supernatural view of the Person of Jesus, and (4) the rejection of the Johannine interpretation of Jesus. Those who wish to see the theological position presented by a thoroughly competent scholar who, while loyal to the fundamental positions of orthodoxy, is alive to modern issues, may be recommended to study this volume.

(1) *The Early History of the Liturgy.* By J. R. SRAWLEY, D.D. (2) *The Offices of Baptism and Confirmation.* By T. THOMPSON, M.A. (Each 6s. net. Cambridge Press.)

These volumes belong to the "The Cambridge Liturgical Handbooks" series, the purpose of which is "to offer to students who are entering upon the study of Liturgies such help as may enable them to proceed with advantage to the use of the larger and more technical works upon the subject which are already at their service." Such a series has long been needed, and students will warmly welcome these volumes. In "The Early History of the Liturgy" Dr. Srawley summarizes and discusses the evidence as to the institution and celebration of the Eucharist in the Apostolic age, and in the sub-Apostolic age, and the subsequent development of the early types of liturgy. The result is an extraordinarily interesting volume and admirable handbook. Mr. Thompson's volume deals fully and impartially with the much-vexed history of baptism and confirmation.

Biblical Ideas of Atonement: their History and Significance.

By Profs. E. D. BURTON, J. M. P. SMITH, and G. P. SMITH. (4s. net. Cambridge University Press for Chicago Press.)

The aim of this exceedingly useful volume is concisely stated in the preface. It is "to set forth the content of the Biblical teachings upon the subject of Atonement and to suggest the point of view from which these conceptions may profitably be studied at the present day." The book is divided into five parts. Part I surveys the idea of Atonement in the Old Testament and is the work of Prof. J. M. P. Smith; in Part II Prof. Burton sketches the conception of Atonement in non-canonical Jewish literature, and in Part III the New Testament Conception; a summary of the Biblical teachings concerning Atonement follows in Part IV, and the last two chapters deal with the significance of the Biblical teachings concerning Atonement (Part V). The whole forms a careful and thoroughly trustworthy survey of a wide field of theological development. The exposition is, however, not burdened with too many details, but the salient points are properly emphasized. As is natural, a larger space is given to the exposition of the New Testament data than to the rest. Here Prof. Burton reviews the teaching of John the Baptist, of Jesus, of the Early Church, of St. Paul, of I Peter, of the Epistle to the Hebrews, and of the Johannine writings. The debt of the New Testament writers to the Old Testament is well brought out.

The final section of the book will, perhaps, be read with the greatest interest. Here an attempt is made to estimate the value of the Biblical ideas for modern life and thought. It is shown that the Biblical writers, in their method of formulating doctrine, utilized concepts taken straight from the actual world in which they lived. Thus ideas connected with sacrifice, the shedding of the sacrificial victim's blood, passover, &c., were vital elements in the contemporary world of the New Testament writers. They were natural and familiar ideas: but are no longer so in the modern world. Hence in any reconstruction of the doctrine which shall appeal to the modern mind, and grip the modern conscience, these concepts must be replaced by others which have a vital connexion with modern life. "The significance of the Biblical teaching con-

cerning atonement . . . is to be found in the spiritual meaning which was given to the current modes of thinking about God's relations to men (page 289). Our first task . . . must be to ascertain the essential elements of modern thought, to find what are the great realities in the spiritual life of to-day, and to ask how we may best interpret these in the light of our Christian convictions (page 295). . . . The modern counterpart of the old sense of individual sin is found in the quickened social conscience as to the evils wrought by mammon worship, sweating, &c., and the individual responsibility therein involved" (pages 300-1). The true doctrine of Atonement for our modern age is found in social movements to remedy social injustice. "In the social movements of our time we can read the steady determination of our age that our evils shall be atoned for" (page 305). God Himself suffers with outraged humanity; consequently "Atonement made to an outraged humanity is Atonement made to God" (page 313). Enough has been said to show that the volume is a valuable and timely contribution to the theological literature of to-day.

The Text and Canon of the New Testament. By ALEXANDER SOUTER. (2s. 6d. net. Duckworth.)

This handbook, written by an acknowledged master of the subjects with which it deals, is of real importance. In compact and lucid form it gives a masterly survey of the science of textual criticism and the most important points connected with the history of the Canon (of the New Testament). In the preface the author remarks that "the progress made in these subjects is such that, every ten years or so, a brief treatment of them, and attempt to gather together the results of multitudinous books and articles, is a necessity if any beyond the narrow circle of experts are to be put in possession of the new facts." When such a survey can be set forth in a popular way by one of the best equipped of the experts we are fortunate indeed. The first part of the book, which is devoted to the Text of the New Testament, deals with ancient texts and their transmission (I), Sources of the New Testament Text (II), Greek MSS. (III), the older versions (IV and V), the secondary versions (VI), Patristic (and other) citations (VII), Printed editions (VIII), Principles of Criticism, &c. (IX), and the future outlook (X). The second part, dealing with the Canon, discusses the idea of the word (I), earliest collections of New Testament Books (II), the earliest period for extensive quotation (170-220), and the earliest versions (III), Books of temporary and local canonicity (IV), from Origen to Chrysostom in the East (V), from 250 to 450 in the West (VI), Conciliar Deliverances (VII), the Reformation and later (VIII). A striking feature of the book is the collection of "selected documents" printed at the end (pages 205-237). Here the original texts are given of such documents as the Marcionite Prologues to the Epistles of St. Paul, the "Muratorian" Canon, &c., and some relevant letters and conciliar decrees. A "selected bibliography," covering ten closely printed pages, closes the volume. The book is one that no serious student of the New Testament can afford to neglect. The careful study of it will prove a most valuable discipline.

Lands and Peoples of the Bible. By the Rev. JAMES BARKER. (3s. 6d. Black.)

These Bible studies were composed in the form of lectures for a class of young men and women, and will serve as a most useful companion for the Sunday-school teacher. Section I deals with the physical geography and ethnology of Palestine; Section II with Mesopotamia and Babylonia; Section III with Egypt and the lesser tribes, Hittites, Moabites, &c. For the geography of the Holy Land G. A. Smith's monumental work is taken as authoritative, and the author has wisely refrained from discussing disputed points of topography, but he shows himself well abreast of recent explorations in Cyprus and the Nile Valley and the work of Maspero, Flinders Petrie, and the Egyptologists. One of the most interesting lectures is the excursus on Akhenaten, entitled "The Light that Failed." It is unreservedly acknowledged that the creed he taught and practised was far in advance of the Mosaic religion, and his Psalm, here quoted, is ranked with the best of the so-called Psalms of David. The vulgar notion of Philistines (for which Matthew Arnold is in part responsible) is corrected, and it is shown that the Hebrews owed to them letters and the few traces of art that are found in the Palestine of the Jews. On the other hand, the defence of the divine command to exterminate the Amorites is too much like special pleading, and might be taken to justify the treatment of the Mexicans by Spain, of the Congo by King Leopold. The illustrations by photographs of scenery, monuments, and documents are well chosen and well executed.

The Dictionary of Educationists. By Rev. J. E. ROSCOE. Fourth Edition. (5s. net. Pitman.)

This valuable book of reference has quickly reached a fourth edition. May we hope to see before long a new and revised fifth

edition? The chief defect, which needs radical amendment, is a lack of proportion. The editor has not made up his mind whether the book should be a cyclopaedia or a Who's Who. Some of the articles, giving name, qualification, experience, and titles of publications, might have been transferred from "Who's Who." Others are essays, and "Froebel" runs to twenty pages. Joseph Payne, as the first English professor of education, is memorable, but hardly merits four pages. C. H. Johnston, of whom (we confess with shame) we had never heard, has five pages. The article on "Montessori" shows that the book has been brought up to date; but, again, four pages seem to us out of perspective. Benjamin Jowett has about as many lines. Why, we ask, Miss Beale and not Miss Buss; why Joseph Butler, Head Master of Shrewsbury, and not Nicholas Murray Butler?

- (1) *The Origin and Development of Public Administration in England.* By G. T. REID. (1s. 6d. Macdonald & Evans.)
- (2) *The King's Government.* By R. H. GRETTON. (2s. net. G. Bell.)

(1) Students of history need books of this type in order to gain a knowledge of side issues not usually fully treated in ordinary histories. Interesting sidelights are thrown on the constitution by these two studies, and, though the research has been minute, the result is expressed in each case in a form not too elaborate or detailed. Mr. Reid, in his treatise on public administration in England, traces the changes in the function and power of King and Parliament, gives an account of the national funds, the army and the navy; treats of local government, the law, party organization, &c.; and concludes with a chapter dealing with the exercise of the political instinct at the present time. Thus it is seen that his range is very wide, but his discriminating power is sufficient to avoid unnecessary detail. His attitude towards kingship is scarcely that of the twentieth century, as what he claims for that office can as legitimately be claimed for the idea of the State as an entity: "... an idea that the king is separate from, and above, the ordinary run of men. The argument in favour of maintaining such an attitude on the part of the people towards the king is that, by sharing a common reverence and affection towards a person who is recognized as the head of the State, the people are knit together and given a unity of aim and purpose which they might not otherwise have." The various pages dealing with local government are particularly useful, especially in these days when Civics is becoming more important as a school subject. Teachers will find a store of information here. The concluding chapter contains remarks warning democracy not to confuse ends with means, and merely maintain rights without using them as instruments: "Political freedom is a noble thing, and a consciousness of the power to influence the government of the country may be of value in itself. But unless the power is accompanied by the exercise of political faculties, and by a conscious effort on the part of the individual to maintain and strengthen the nation's political life, enfranchisement may mean very little." There is a synopsis of each chapter at its head, which gives the contents at a glance.

(2) Mr. Gretton designates his book "a study of the growth of the central administration," and he traces such growth from Norman times to the present day in each Department of State. He is right in thinking that his research was suitable for treatment by itself, as the manner of growth of our Government Departments emphasizes certain tendencies of our constitutional history and national development. The complexity of our system of Government, the great number of persons employed by Government, and the concentration of power in the "ring of official advisers to the Crown" are facts which come home with a perusal of this book. But perhaps the fact most unknown or unrealized is that "government, as a continuous operation, bearing on the daily life of the ordinary inhabitant of these islands, is little more than a hundred years old." An example of the author's method of comparison, from his chapter on the Rise of the Modern System, will show that he realizes the great change that comes in the development of government. He is tracing the changes in the functions of the Board of Trade: "It would be impossible to exaggerate the extent of the change involved in the steps thus briefly summarized. It was in essence a change from negative to positive legislation on behalf of the community, and that means a change from control of the public welfare to control by the public welfare. Take any of the old statutes on domestic affairs, from the early laws against engrossing and forestalling to the Bubble Act of 1720; the common characteristics of them is repression. The same might be said of the Elizabethan Statute of Labourers. Positive though it sounds, its real nature is the checking of the labour market. In other words, older legislation was confined to giving such directions as could be carried out by the officials of the King's justice, and necessarily so confined. . . . This was the sense of official government; it was not the sense of the community. . . . In the over-

rush of commercial, humanitarian, and municipal legislation during the first half of the nineteenth century the sense of the community was substituted by the sense of official government. Parliament became not the voice only, but the hand of the community." There is a good bibliography, and the book is useful for many references.

Forty-four Years of the Education Question, 1870-1914. By J. THOMPSON. (2s. net. Sherratt & Hughes.)

A presentation of the Catholic claim for the control and management of Catholic schools, the cost of which shall be borne by the State. The argument is simple: the parent has an inalienable right to determine the religious education of his child; the State as regards education has put itself *in loco parentis*; therefore the State is bound to provide such religious instruction as each parent desires. The only logical conclusion to which these premises would lead, viz., secular education, is ruled out of court as one that no one in England desires.

- (1) *How the War Came About.* By J. HOLLAND ROSE.
- (2) *Britain's Duty To-Day.* By EDWARD LYTTELTON. (Each 4d. Patriotic Publishing Company.)

(1) Dr. Rose traces in broad outline the remoter causes of the War, the national movements since the times of the Armada which explain the political map of Europe to-day. He sets forth the opposite ideals of English and German colonization, and so refutes the railing accusation of English greed and exclusiveness. The narrative and argument are so plain and simple that a sixth standard child will find no difficulty in grasping them. (2) Dr. Lyttelton's is more ambitious, and suited for a public-school sixth form. He carries back the history of Germany to pre-Christian times, and traces German "Kultur," as preached to-day, to Frederick the Great. We pass from what is more or less common form to the moral. First we must establish compulsory service, not conscription; next we must set ourselves as a united nation, no longer torn asunder by religious, social, and political sects and parties, to set our house in order, and remedy the social and moral evils which all of us acknowledge to our shame. Lastly (and here we are on dangerous ground), we must "get all the foremost nations of the world to see, to understand, and to know the Gospel message." The tract bears traces of hurry. No one who has read Nietzsche would couple him with Treitschke and Bernhardi. On page 33 "Romola" is obviously a slip of the pen for "Tito."

Naval and Military Essays, being Papers read at the Congress of Historical Studies in 1913. (7s. 6d. net. Cambridge University Press.)

So much has happened in the last few months that the Historical Congress of last year seems far away, and these papers are somewhat belated. Some of them are merely summaries of papers which were read, and which have been printed elsewhere. Two are biographical: a most interesting study of Pepys as a naval official, by Dr. Tanner; and a character sketch of Prince Schwartzenberg, by Dr. Norák. The latter is the longest paper in the volume. The Prince is shown to have been an estimable man and a devoted husband, but the claim made for him that he was a great commander is hardly borne out. He was humane, and it is curious to note his protests against the brutality of the North Germans and their plundering habits. But the chief interest of the volume lies in the discussion of the value of naval and military history and the best way of dealing with it. Sir Lonsdale Hale, whose life of indefatigable industry in this field has lately come to an end, speaks forcibly of the difficulties. The historian has to gather his facts partly from impressionist accounts of eyewitnesses who cannot see things in true perspective, partly from official narratives which are biased and suppress, if they do not distort, many incidents. Such is their reticence that it was not until eight years ago, thirty-six years after the battle of Gravelotte, that a really full account of it was given to the world by the German General Staff. Hence the most recent wars, which in themselves should be the most instructive, are the wars about which it is most difficult to learn the truth. We can get a better grasp of Napoleon's campaigns than of the Balkan war. Who is the right man to deal with these subjects? Captain Richmond says that naval men must look to the professional historian. "The historian's raw material lies out of reach of the naval officer, in the museums, the public and the private collections. His finished article is the history: and this history is the raw material on which we have to build up our finished article, which is our knowledge of war." But Sir John Laughton and Mr. Julian Corbett show how historians (e.g. Macaulay) go astray from want of technical knowledge. The case, as Mr. Corbett puts it, is nearly hopeless: the naval officer cannot handle the evidence; the historian cannot interpret it. The soldier and sailor will do well to act on Lord Wolseley's advice, "to read little and to think a great deal—to think it over and over again."

Why Britain is at War. By Sir EDWARD COOK.
(2d. Macmillan.)

For a clear and dispassionate account of the immediate causes of the War and a résumé of the Diplomatic Correspondence and Speeches of Ministers nothing better has appeared than Sir Edward Cook's masterly pamphlet.

Pan-Germanism. By ROLAND G. USHER. (2s. Constable.)

Every man has read, or is reading, Bernhardt and Cramb. He should add to his library this contribution to the question of the day by an American Professor of History. It was published last year, and supplements the works of the German and Englishman not only by an independent confirmation of the ends and objects of Germany, but by showing how their aims have so far been defeated in the Near East, in Persia, and in North and South Africa. The chapters on the economic condition of Germany are of special interest. When Prof. Usher speaks of the alliance of England, France, and the United States as a *fait accompli*, we may take heart of grace as to the ultimate issue of the War.

The Comedies of Plautus. Five of his Plays, translated into English Verse by Sir ROBERT ALLISON. (7s. 6d. net. A. L. Humphreys.)

The five comedies here chosen—the *Aulularia*, *Captivi*, *Menaechmi*, *Rudens*, and *Amphitruo*—are fairly characteristic of Plautus, and there was room for a new translation. Bonnell Thornton's is quite out of date, and that of W. L. Collins is a spirited but very free rendering. Sir Robert Allison is a sound scholar, and his verse is fluent, sometimes admirable in the narrative portions. Take the following from *Rudens* ("The Tempest"):

"I see two women sitting all alone
In a light raft, and tossing up and down;
Poor wretches! Ah! 'tis well, the mountain wave
Is driving them in safety towards the shore,
And past the rocks: no pilot could do better.
Methinks I never saw a wilder sea:
If they can but escape those waves they're safe.
But now's the danger; one is cast ashore,
But where 'tis shallow she will get to land.
Thank God! But see the other, how she's cast
Abroad. Ah! now she stands and gets her clear.
Yes, she is saved."

In line 2 for "raft" read "skiff"; but line 6 has a true Shakespearean ring. In the same play the changes of metre should have been indicated by rimed or unrimed lyrics. In the dialogues there are too many weak endings and an excess of monosyllables. We think, too, that Sir Robert is needlessly euphemistic, substituting, for instance, "master" for "pimp."

Wit and Wisdom from Martial. By ALFRED S. WEST.
(2s. 6d. net. Hampstead: Priory Press.)

One hundred and fifty of the epigrams are here translated into vigorous prose, a happy medium between verse paraphrase and the bare fidelity of a crib. We cannot help wishing that the translator had tried verse, for his verse rendering of the famous medieval epigram is first-rate:

"Three things must epigrams, like bees, have all—
A sting, and honey, and a body small."

(It is a pity that the Latin, as here quoted, has two false quantities). Prose, however good, cannot give the point, the sting of the original. For *tace*, which gives the *coup de grâce*, the last word in III, 55, we have "I want you to keep your mouth shut." The selection is propriety itself and might safely serve as a Latin reader in a girls' school. Martial, as a whole, must be left for Mr. Loeb to tackle, but there is one side of him—his love of the country, the trim villa with its garden and orchard—that should not have been passed over.

A Latin Prose Grammar. By E. L. CHURCHILL and E. V. SLATER.
(3s. 6d. G. Bell.)

This new Latin grammar by two Eton masters has several new and highly commendable features. The type and print leave nothing to desire; the declensions and paradigms are set out so as to try neither the eyesight nor the temper. From the accident all unusual forms (such as Greek declensions) and rare words are rigidly excluded, and nouns and verbs presenting any difficulty are given in an alphabetical list, as in Eve's French and German grammars. Parts II and III deal respectively with the simple and compound sentence, and Part IV gives the constructions of common verbs, and also hints on how to render common English words—mostly adverbs, prepositions, and conjunctions, both in alphabetical order. It will be seen that, to avoid ambiguity, the title might have been printed with a hyphen, "A Latin-Prose Grammar," and as such the book may serve as a *cadecum* for young composers. Our only criticism is that it will tend to perpetuate the exaggerated importance that is still attached to composition. The pupil will be encouraged to think that the object of learning Latin is not to read

Latin, but to talk it, and to rely rather on the lists and hints than on his own observation and intelligence. Thus the hints under "as," "since," "or," "that," are not needed by any boy who has been properly taught the analysis of sentences and the elements of Latin syntax. The authors, however, have to cater for boys who have not begun with English grammar, and have to pass for Responsions or similar entrance examinations, and for such, we repeat, the Grammar will provide an excellent textbook.

Horace, Epistles I. Edited by F. G. PLAISTOWE and J. F. STOUT. (1s. 6d. Clive.)

The notes are brief and to the point, supplying all that a school-boy needs to read the text with understanding. In the introduction there is perhaps too much on the Greek philosophers, with whom Horace had only a bowing acquaintance, and too little of Horace himself, with references to his other writings.

"Bohn's Popular Library."—*The Idylls of Theocritus, and Virgil's Eclogues.* Translated by C. S. CALVERLEY. (1s. net. Bell.)

This should be a popular reprint. Calverley's special genius is shown no less in his translations from the Latin and Greek than in his Latin version of Lycidas. The late Prof. Tyrrell contributes an introduction, erratic and brilliant as all his work was. Scholarship, both textual and critical, has made rapid strides since these translations were made, and we wish that, instead of pointing out Calverley's beauties, the few obvious misrenderings had been corrected.

Fabulae virginibus puerisque aut narrandae aut recitandae.

By R. B. APPLETON. (2s. G. Bell.)

This is just one of the readers that Prof. Strong desiderates in his article on the teaching of Latin, and had it appeared in time he would doubtless have added it to his short list. The stories are mainly mythological and drawn from Hyginus, the arguments of the "Metamorphoses," and various other sources. The glossary is in the form of Latin definitions. We are sceptical as to the gain of excluding English. The Latin only gives approximate meanings. Thus the definitions of *fur* and *latro* are identical, and *denarius* is *nummus quidam*. The boy will look in vain for *nummus*.

Contes de la France Contemporaine. Edited by W. M. DANIELS. (With Vocabulary, 2s. 6d.; without, 2s. Harrap.)

This selection of stories has been made by plébiscite, so Mr. Daniels informs us—that is, by his own pupils in Westminster School; and it does credit to their taste. It is natural that incidents of war predominate; the others (it is cross division) relate to life in the provinces. Daudet's "Dernière Classe," Maupassant's "Les Prisonniers," Bazin's "Boîte aux Lettres," are familiar friends; but Anatole Le Braz is a new acquaintance well worth making. The notes, wholly on the matter, are brief and to the point. Boys will not miss the now fashionable *questionnaire*.

"Bell's Sixpenny French Texts."—*La Rose Rouge* and *Le Curé de Boulogne.* Par ALEXANDRE DUMAS. Edited by MARK P. MAYO.

The first of these is a tragic episode of the Reign of Terror that appeared in the *Revue des Deux Mondes*, and shows in the germ Dumas' wonderful powers of rapid narration and telling portraiture. The second is an exquisite little comedy. A *curé* goes for an hour's drive with an old college chum, and finds himself let in for a three years' crime in foreign parts. The two make a capital reader.

French Lessons on the Direct Method. Senior Course.

By MARC CEPPI. (2s. Hachette.)

These lessons are designed for pupils taking the Oxford and Cambridge Senior Locals and examinations of a similar standard. To unseens actually set in them are appended explanatory notes in French, and full *questionnaires* follow. The questions seem to us, as a rule, too easy for seniors or else so general that they would need a page or more to answer fully. Thus, in one lesson we have: "Citez quelques cas de l'omission de l'article. Que savez-vous de la position de l'adjectif en français? Quand emploie-t-on le subjonctif imparfait?" We hoped that by now the Tolérances would have put an end to the fine old-crusted questions on *gens, nouveau-né* and *garde-malade*.

Deutsche Stunden. By V. KRUEGER. (2s. Blackie.)

Frl. Krueger has been unable to find a German textbook or primer suitable for girls beginning German in the upper classes of a high school, and has attempted to supply the want. "The Direct Method alone is too slow and too narrow for pupils of fourteen. A mass of varied reading is necessary, and formal language teaching strongly advisable." There is nothing we can find in "Deutsche Stunden" that is not approved and practised by Direct Methodists, but the pace is more rapid than in most primers. Thus, the first lesson consists of sentences—"Ich habe eine Feder. Was hast du?" &c., followed by questions and the present and imperfect of *haben* for "formal" teaching. The best feature in the

book is the simple lyrics with musical accompaniments. Girls of that age will find the prose pieces for reading rather dull and matter-of-fact.

German Prose Composition. By JAMES A. CHALLIS. (3s. Ginn.)

A well graduated course of exercises in composition founded on German models. They are intended for the second year, and with each exercise there are hints to serve as reminders of grammar and questions on the German story to be answered orally. The exercises form a consecutive narrative, but this is broken up into short sentences. The anecdotes are mostly of the Joe Miller kind, and will not leave on the learner a favourable impression of German wit; but this is the only fault we have to find with a very serviceable introduction to German composition.

Misericordia. By B. PEREZ GALDOS. (1s. net. Nelson.)

The first edition of this work was published in Madrid in 1897. The price was then about 2s. 6d. Now, in the "Colección española Nelson" we are offered a neatly bound, well printed, complete edition for one shilling. Moreover, the Nelson edition contains an interesting preface, written expressly for it, by the author; also some valuable remarks upon the writings and character of Galdós by Alfred Morel-Fatio. We confess we should not have chosen "Misericordia" for foreign consumption. It is crowded with jargon of the scum of Madrid society, and the author confesses that he himself does not understand some of the *argot*, and we must confess that the Hebrew-Arabic Spanish of the blind Jew baffles us.

"Heath's Modern Language Series."—*Geschichten und Märchen für Anfänger.* Compiled and edited by LILLIAN FOSTER. (1s. 6d.)

An attractive reader for pupils who have learnt orally the bare elements. The folk-tales and stories have been simplified. The first half are in roman type, and only the present tense is used. Instead of a vocabulary there is a *Wörterzeichnis*, which the pupil can tick off as he masters the meaning of each word.

Danish Fairy Tales. From SVEND GRUNDTVIG. Done into English by GUSTAV HEIN. (3s. 6d. Harrap.)

We can heartily recommend this collection of eighteen folk fairy tales from Denmark. They have plenty of humour and offer a hint of some wider significance than the story overtly expresses. But it remains a hint; no moral is drawn. The translation is excellent, so are printing and paper. The illustrations, which are fairly numerous, suffer by being rather too ambitious. They would have expressed more if the artist had been content with less realism of detail. As it is, the realism is rather grotesque and the outline confused; but children will get a good deal of pleasure out of them.

(1) *The Normans in England* (1066-1154). Compiled by A. E. BLAND. (2) *York and Lancaster* (1399-1485). Compiled by W. GARMON JONES. (1s. each. Bell.)

(1) Source books are now an indispensable adjunct to the proper teaching of history, and Bell's series of "English History Source Books," to which these volumes belong, is admirably suited to meet the wants of teachers in secondary schools as regards size, price, and selection. Well chosen passages from contemporary writers give a vividness to the study of a period which is not to be had from the work of a modern historian; they carry one back into the atmosphere of the time. For the earlier periods there is not the same field of choice as for later ones, and Mr. Bland has to draw largely upon William of Malmesbury and other chroniclers. But he by no means confines himself to them, and he sometimes borrows from out-of-the-way sources, as in the description of the ordeal of the hot iron taken from Gengler's "Germanische Rechtsdenkmäler." He makes good use of the "Dialogus de Scaccario," but it would have been as well to note its date, more than a century after the Conquest, and to guard the reader against accepting its statement that the Domesday survey was made in order "that every man might be content with his own right and not encroach with impunity on that of another."

(2) Mr. Jones, who deals with the fifteenth century, has had the advantage of being able to draw upon the Paston letters, and he illustrates the early steps in the growth of the House of Commons by quotations from the Rolls of Parliament and the Statutes of the Realm. Battles necessarily bulk large in this period. The account of Agincourt is taken from the "Vita et gesta Henrici Quinti," which Hearne wrongly attributed to Elmham. The chaplain who wrote the "Henrici Quinti Gesta," and was an eyewitness of the battle, has been shown by Mr. Wylie to be Elmham; his narrative is much more detailed and realistic, and less rhetorical than that given in the Life.

Album. Atlas of British Victories on the Sea, 1588 to 1914. (Syndicate Publishing Company.)

A series of sketch maps showing the number and movements of

rival fleets forms the nucleus of this patriotic manifesto. The maps and notes have been prepared by the Rev. J. F. Stirling, Chaplain to His Majesty's Forces, and they supply in a graphic form a *memoria technica* of our decisive naval battles. Round these maps is grouped a miscellany of facts and illustrations bearing on the Navy—portraits of admirals and sea lords, silhouettes of ships of war, directions how to join the Navy. There is a blank page for autographs of the brave—our brothers, uncles, nephews, and cousins now afloat in the Baltic.

The Miscellaneous Works of Joseph Addison. Edited by A. C. GUTHRIE. Poems and Plays. (7s. 6d. net. Bell.)

This handsome library edition, to be completed in three volumes, will include all the works of Addison except the Essays. It has been reprinted from Tickell's text, collated with earlier editions. We have here for the first time in an accessible form the Latin poems of Addison by which he first gained his reputation as an author. Addison is a palmary example both of the merits and demerits of a purely classical training, and Tickell's commendatory preface would be endorsed to-day by Dr. James of Rugby. It was he who first taught English poets "to tame the natural wildness of wit and to civilize the fancy," and this virtue may be justly ascribed "to his being first fashioned by the ancient models and familiarized to propriety of thought and chastity of style." The translation of Horace, Ode iii, Book III, is a fair sample of this product:

"The man resolved and steady to his trust,
Inflexible to all, and obstinately just,
May the rude rabble's insolence despise,
Their ceaseless clamour and tumultuous cries;
The tyrant's fierceness he beguiles,
And the stern brow and the harsh voice defies,
And with superior greatness smiles."

The last line exactly hits off Addison himself as the classical poet. But about the Latin poetry there is a masterly ease that we miss in modern Prologues, and we prefer the "Gratulatio (cum Domini [a misprint for Anno] 1690)" to "The Campaign (1705)."

"The Tutorial Shakespeare."—(1) *Henry IV, Part I.* Edited by A. J. F. COLLINS. (2) *Henry V.* Same Editor. (3) *Twelfth Night.* Edited by H. C. DUFFIN. (Each 2s. Clive.)

These editions mark a distinct advance in the study of Shakespeare. Attention is directed more to the matter than to the language. The plots and characters are analysed and discussed, and a précis at the beginning of each act points out the dramatic development. In the two historical plays the quotations from Holinshed are most serviceable. The notes eschew philology and confine themselves to explanations of words and constructions sufficient for understanding the text. We doubt even thus if too much is not given—whether it is not better to leave the pupil to form his own judgment of the characters, with perhaps a few hints from the teacher. The section on Metre seems to us the least satisfactory. We do not believe that Shakespeare can be stretched on the Procrustean bed of five feet, iambs or trochees. If the feet are the bricks, the architecture of the verse is determined by the *cæsura* here ignored.

"That né | ver mày | ill óf | fice òr | fell jeá | lousy"

does not help us to read the line.

In

"Therefore in fierce tempest is he coming"

we are instructed that "therefore" has the metrical value of a trisyllable. Surely "fierce" is to be pronounced as a dissyllable.

In

"Hides my heart. So let me hear you speak,"

"Hides" is not the foot of one syllable, but the pause at the break counts as half a foot.

We thought that Theobald's famous conjecture "Babbled o' green fields" had been generally abandoned. The restoration of the text (here ascribed to Dr. H. Bradley) is due to Dr. Creighton, who showed that it was taken from Hippocrates' "Praesagia Mortis."

A Pageant of English Literature. By EDWARD PARROTT. (6s. Nelson.)

The Pageant is designed as a prophylactic to "the ever-rising flood of novelties" and novels, and an antidote to the pemmican of the textbook. The author holds that the best way to send a young reader to the masterpieces of literature is to interest him in "the man behind the book"; and he depicts the most famous of English authors, from Caedmon to Tennyson, as they lived and moved. He has a keen eye for seizing the most telling situations and the most characteristic traits, and the reproduction of pictures by famous modern artists serve as stage decoration. We advise the reader to skip the first five chapters. Artists of the cave, invention of the alphabet, "the glory that was Greece and the grandeur that was Rome," cannot be set forth in fifty pages, and no such prelude was

wanted. All these are too remote, and it would have been better had the Pageant stopped short of Dickens, Thackeray, Browning, and Tennyson. These are too near at hand, and the numerous full-length portraits we possess make us critical of a thumb-nail sketch. Of Browning's wife we read: "In 1848 he made the acquaintance of a cousin of Elizabeth Barrett"; and Lionel Tennyson is described as the poet's eldest son. In the familiar quotation of Sidney's, "The Old Song of Percy and Douglas," &c. (page 144) a "not" has been omitted.

"Home University Library."—*Shelley, Godwin, and their Circle.* By H. N. BRAILSFORD. (1s. Williams & Norgate.)

The atmosphere generated in England by the French Revolution is here depicted as a setting for the figures that, in turn, are sympathetically treated by Mr. Brailsford. The controversies of Burke and Thomas Paine, the panic of the government, and the compelling influence of Godwin are the world in which Shelley grew. Of Godwin, whose power over his contemporaries seems to us so disproportionate, the author concludes that—"He stood erect and independent. He spoke what he deemed to be truth. He did his part to purge the veins of men of the subtle poisons which dwarf them." The chapters on Mary Wollstonecraft and Shelley are the best, perhaps because they belong more to our own time. But knowledge of the history of England in the early nineteenth century is inadequate unless account is taken of the ardent spirits who dreamed dreams and saw visions. Mr. Brailsford realizes the defect of some of the visions when he remarks: "There is something amiss with an ideal which is constrained to express itself in negatives. . . . When the present was condemned and the past buried, the future had somehow eluded it. It [the revolution] executed the mother and marvelled that the child should die. . . . If our waking life and our years of action are to regain a meaning we must perceive that the process of evolution is itself significant and interesting."—But he gives to them, unlike Matthew Arnold, full credit for their gift to humanity: "Their teaching is a tonic to the will, a reminder still eloquent, still bracing, that among the forces which make history the chief is the persuasion of the understanding, the conscious following of a rational ideal. . . . They taught a lesson which posterity has but half learned. We shall be the richer for returning to them, as much by what we reject as by what we embrace." The volume is a worthy successor of this useful series. The bibliography is both critical and helpful to the reader.

Kilnigh and Olwen, and Other Stories from the Mabinogion.

Retold by E. M. WILMOT-BUXTON. (2s. 6d. Nelson.)

The other stories are "The Lady of the Fountain" and "The Dream of Rhemebury." None of these three romances can compare with "Enid and Geraint," but the second, which is the simplest and easiest to follow, will please children.

Middle School English Composition. By GEORGE A. TWENTY-MAN. (2s. 6d. Rivingtons.)

This textbook falls into two parts—grammar and composition proper. There is a good chapter on punctuation and one on relative pronouns distinguishing the restrictive and what is here called the continuative use; but we doubt whether the grammar will greatly aid the young composer. To the second part we can award almost unqualified praise. The specimens for précis writing are interesting in themselves, and the directions for condensing or summarizing them are clearly given. Then we have notes for essays on various subjects, and the pupil is instructed how to work them into an essay and how to set about making similar notes for himself. The last chapter, "Exercises in Prosody," enters on more debatable ground, and we should be sorry to be set some of the exercises. Thus we should never have guessed that in the line "Our little life is rounded with a sleep" "ded with" is a Pyrrhic.

A New School Hymnal. Edited by E. M. PALSER. (1s. net. Harrap.)

This hymnal is a happy admixture of old and new. It has several Latin, two or three German, and one Greek hymn in the original, and it has an unusual number of hymns still in copyright by living authors, among whom we may mention the Deans of Norwich and of Wells, the Master of Trinity, Mr. H. Newbolt, and Mr. Rudyard Kipling. School collections of hymns have been freely consulted by the editor, and attached to each author's name is the school where he was educated. Notes such as "a private school (Mr. Wetherall's)," "a private school at Ealing," are not illuminating, and for the latter, attached to John Henry Newman, "Oriental College, Oxford," matter will be substituted, and to the name of Edmund Spenser added "Merchant Taylors' School." There is no trace of the hymnals of girls' schools—e.g. Cheltenham College. The editor has not observed the distinction between hymns and sacred lyrics. Several well worthy of inclusion as lyrics are wholly unsuitable for singing—the Prologue to "In

Memoriam," "How happy is he born and taught" of Henry Wotton, Keble's "There is a book who runs may read," and a few we should not have admitted under either head—115 (Pope at his worst), 205 ("A broken pole, a trodden heap, The standard of thy soul shall keep"), and 215 ("I learnt it in the meadow path"). We are glad to see H. J. Buckoll, of Rugby well represented. Can any reader inform us where a copy of his "Hymns" may be seen? It is mentioned in Dr. Julian's "Dictionary," but is not either in the British Museum or in the Bodleian.

A Book of Verse for Children. Compiled by ALYS RODGERS. School Edition. (2s. Cambridge University Press.)

This children's anthology is in five parts, and graduated. Part I is for the infants, with lullabies and selections from Stevenson's "Child's Garden." Parts II and III are mainly Nature poems; Part IV is religious; and Part V, the longest, contains poems of a romantic or patriotic type. The collection is not hackneyed, and several little-known American poets have been requisitioned. Humorous poems are inadequately represented by Lewis Carroll's "Will you walk a little faster?" and Thackeray's not very witty "Pigtail." An anthology that has any pretence to originality must necessarily exclude many old favourites, and we must not complain if, instead of E. A. Poe's "Annabel Lee," we find "Eldorado"; instead of T. E. Brown's "My Garden," "A Child's Prayer." On the other hand, there are very few poems that seem to us worthless or out of place—as, for instance, Tennyson's "Airy, fairy Lilian."

The Boy's Own Railway Book. Edited by CHARLES S. BAYNE. (3s. 6d. Cassell.)

Engines have a singular fascination, and the reviewer knew a child of four, now a distinguished civil engineer, whose bedroom had to be changed because he could not be cured of starting from his first sleep and gazing out of the nursery window at the sound of a passing traction engine. Such a boy may glut his eyes with pictures innumerable of engines, from the Rocket down to the latest mono-rail. The only complaint a boy is likely to make is that the feast of good things is too plentiful. No one but a professional could distinguish any difference between the types of engines now employed on the various English lines, and pictures of a porter, a guard, a ticket office, &c., are superfluous. The only thing we miss is a description of an armoured train and a chapter on strategic railways. There is a graphic account of a railway accident witnessed by the author as a boy.

The Gardener and the Cook. By LUCY H. YATES. (Constable.)

We take it that this book, like the sauce described in one of its pages, is meant to act upon the taste as a harmonious blend. It is not a book of recipes, nor of intensive culture, nor of character sketches: it is a harmonious blend of the three. The intelligent housewife who shakes herself free from the glamour of the blend will find many an aid to interest and variety of fare, and no doubt will be competent to deal with the vagueness of "some," "a little," "a spoonful" of the recipes. The writer is evidently a real lover of gardens, and such are always worth listening to on their hobby. The portrait of Charlotte is such as to fill with envy the hearts of those whose cooks are not artists—far, far from it. To Charlotte cookery is a fine art, and as such it has its own real dignity and character. To raise it to such a level for others would surely be a help towards the solution of the servant problem, and yet we understand that the County Council, whilst providing a three years' cookery course for boys, offers the girls no more than six months' training in the art.

Enchanted Tulips, and other Verses for Children. By A. E. and M. KEARY. (3s. 6d. net. Macmillan.)

The initials represent three generations, and we seem to trace a family likeness in the rimes. Some, like "The Cat's Letter," show the humour that will appeal to children, but few convince us as does R. L. Stevenson that this exactly expresses what he thought or fancied as a child. Take the first poem of any length, "Wild Flowers." Will a child know (we do not) what "fiery Golans" are, or appreciate the daisy's claim to "best-beloved"?

"I rise and spread beneath your feet,
In silver leaves, my portents sweet."

The few initialled "A. K." (Annie Keary) are by far the best in the volume, and the rest confessedly serve as padding.

Daudet's Lettres de Mon Moulin. Edited by MARC CEPPI. (1s. 6d. G. Bell.)

Not the first, and will not be the last, school edition of the delightful letters. Only the earlier letters are here given. The notes are very brief, but explain all the real difficulties of phrases and allusions. There is a vocabulary, and the usual *questionnaire*.

Literary Selections from Newman. With Introduction and Notes by A SISTER of Notre Dame. (1s. 6d. Longmans.)

If only as a master of style, Newman deserves a place among "Classbooks of English Literature," and the editor has not allowed her religion to prejudice her choice. "The Idea of a University" is well chosen as the heart of the volume. There is no reason why it should not serve as a classbook in Protestant schools. We light by chance on an eloquent eulogium of the site of the Louvain University, admirably translated from Lipsius. It would touch to pity, not remorse, the heart of a German professor.

BOOKS OF THE MONTH.

Annals.

Pitman's Year Book and Diary, 1915. 1s.
Blackie's Children's Annual. Eleventh Year of issue. 3s. 6d.
Little Folks Volume. Cassell.
Tiny Tots' Annual. Cassell.
Cassell's Annual for Boys and Girls. 3s. 6d.
Nelson's Girl's Annual. Edited by Jean Lang. 2s. 6d.

Archæology.

The London Museum. By F. J. H. Darton. Wells Gardner, 2s. 6d. net.

Biography.

Cicero of Arpinum: A Political and Literary Biography. By E. G. Sihler, Ph.D. Oxford University Press, 10s. 6d. net.

Classics.

The Asiatic Dionysos. By Gladys M. N. Davis, M.A. Bell, 10s. 6d. net.
A Latin Prose Grammar. By E. L. Churchill, B.A., and E. V. Slater, M.A. Bell, 3s. 6d.

Commerce.

Modern Business Routine. Vol. II: Import and Export Trade. By R. S. Osborne. Effingham Wilson, 3s. 6d. net.
A Class-book of Commercial Knowledge. By E. J. Balley, B.A. Bell, 1s. 6d.

Divinity.

The Book of Leviticus (Revised Version). Edited by A. T. Chapman, M.A., and A. W. Streane, D.D. Cambridge University Press, 3s. net.
Junior Scripture Examination Papers: New Testament. By Rev. A. G. W. Sayer, B.D., and Rev. W. Williamson, B.A. Methuen, 1s.
Cambridge Greek Testament: St. Mark. Edited by the Rev. A. Plummer, D.D. Cambridge University Press, 4s. 6d. net.
The Books of the Apocrypha: their Origin, Teaching, and Contents. By the Rev. W. O. E. Oesterley, D.D. R. Scott, 16s. net.
Cambridge Greek Testament for Schools: the First Epistle of Peter, edited by Rev. G. W. Blenkin, M.A.; Ephesians, edited by Rev. J. O. F. Murray, D.D. Cambridge University Press, each 3s. 6d. net.

English.

Bell's Sixpenny English Texts.—Maundeville's Voyages and Travels; Keary's Heroes of Asgard.
Graded Lessons in Punctuation. By B. Cronson. Macmillan, 2s. net.
A Handbook of English and Commercial Correspondence. By H. H. Lawson, M.A. Blackie, 1s. 6d.
Shakespeare's Macbeth. Edited by H. J. C. Grierson. Oxford University Press, 1s. 6d. net.
English Literature through the Ages: Beowulf to Stevenson. By Amy Cruse. Harrap, 7s. 6d. net.
Sohrab and Rustum. By Matthew Arnold. Edited by F. R. Tomlinson, B.A. Macmillan, 9d.
The College Chaucer. Edited by H. N. MacCracken, Ph.D. Oxford University Press, 6s. 6d. net.
Beowulf. Edited by A. J. Wyatt. New Edition. Revised by R. W. Chambers. Cambridge University Press, 9s. net.
A Short History of English. By H. C. Wyld. Murray, 6s. net.
History of English Literature. By A. S. Mackenzie, Litt.D. Macmillan, 5s. net.
Scenes from the Travels of Humphrey Clinker. By T. Smollett. Blackie, 10d.
Matriculation English Course. By J. C. Nesfield, M.A. 3s. 6d.; Key, 3s. 6d. net. Macmillan.

A Guide to the Study of English. By F. J. Rowe, M.A., and W. T. Webb, M.A. Macmillan, 3s. 6d.

Representative English Comedies. Edited by C. M. Gayley, Litt.D. Vol. III: The Later Contemporaries of Shakespeare. Macmillan, 8s. 6d. net.

Fiction.

The Wife of Sir Isaac Harman. By H. G. Wells. Macmillan, 6s.
Incredible Adventures. By Algernon Blackwood. Macmillan, 6s.
Every Man His Price. By Max Rittenberg. Methuen, 6s.

Geography.

Contoured War Map of the Seine and Rhine Basins. Bacon, 7s. 6d.
A Geography of Australasia. By Griffith Taylor, B.A., B.Sc. Oxford University Press, 1s. 6d.
Dent's Historical and Economic Geographies. By H. Piggott, M.A., and R. J. Finch, F.R.G.S. North America, Senior Course. Illustrated. 3s.
Philips's Contour War Map of Europe. 1s. net.

Gift Books.

Deccan Nursery Tales. By C. A. Kincaid, C.V.O. Macmillan, 4s. 6d. net.
Table Talks and Table Travels. By Mabel Bloomer. Blackie, 1s. 6d. net.
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Edgar the Ready: a Tale of the Third Edward's Reign. By W. P. Shervill. Blackie, 3s. 6d.
The Twins of Bunnyville. Written and illustrated by E. A. Aris. Cassell.
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The British Army Book. By Paul Danby and Lieut.-Col. Cyril Field. Blackie, 3s. 6d.
The Children's Poets.—Ann and Jane Taylor. Wells Gardner, 1s. net.
Golden Tales from Grimm. Edited by Edith Robarts. Wells Gardner, 1s. net.
The Story of St. Paul. By H. L. Taylor. Wells Gardner, 1s. net.
Pirates Three. Written and illustrated by E. A. Aris. Cassell.
The Duke of Wellington. By J. W. Buchan. Nelson, 3s. 6d.
The Story of the "Victory." By G. Callender. Nelson, 3s. 6d.
How I Tamed the Wild Squirrels. By Eleanor Tyrrell. Nelson, 2s. 6d.
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The Frank Adams Book of Nursery Rimes. *Blackie*, 1s.
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 Stories from Northern Myths. By Emilie Kip Baker. *Macmillan*, 5s. 6d. net.
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